

INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

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Ellen Chapman, Preschool Supervisor, Runnymede E.S.L. Program, Toronto

*The Ontario Ministry of
Citizenship and Culture*

INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

1985 Winter Issue, Number 21

EDITOR: Anna Furgiuele

PUBLISHED BY THE NEWCOMER SERVICES BRANCH

MINISTER OF CITIZENSHIP AND CULTURE
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9

D1581 3/85 1400

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ADULT E.S.L.

The training courses for volunteer teachers are always a rich source of imaginative and practical ideas, and the courses held in the fall and winter of 1983-84 were no exception. The following are selected, with difficulty, from the very large number gathered during courses held in North York and York. Many thanks to course organizers for collecting them, and to all the participants and instructors who are willing to share with us.

IN THE CLASSROOM

Self Awareness Quiz

Speaking

- Self Expression
- Cartoons and Comics
- Human Bingo
- The Gift Game
- Problem Solving Activities

Listening

- TV and Radio
- Using a Song

Reading

- Scrambled Recipe
- Newspaper Scavenger Hunt

Literacy

- Picture Journal
- Pre-Reading Activities

Using Found Materials

Field Trips

Good Reading

- Textbook Evaluation
- Know Canada Better
- Functioning in English

SPEAKING

SELF-AWARENESS QUIZ

How Well Do You Understand Your Adult Students?

Indicate whether each statement below is True or False, then check your answers on page 2.

1. Reward is more effective than punishment in helping adults to learn. T F
2. Realistic attainable goals of a learning program are best set by a competent teacher. T F
3. Passive reception on the part of the student is more beneficial than active participation. T F
4. The adult is often an impatient learner. T F
5. External motivation is more important than motivation from within the adult student. T F
6. Adults are influenced by the environment in which they attempt to learn. T F
7. Age influences the speed of learning. T F
8. The efficiency of mental operations is not affected by age. T F
9. Students' learning needs should be decided at the outset of a program by a qualified instructor of that program. T F
10. The adult must acquire and retain a high degree of self-confidence. T F
11. Evaluation of the adult student should be left until the end of the course in order to avoid any feelings of discouragement and underachievement. T F
12. An adult's willingness to engage in learning depends upon his or her self-concept. T F

- | | | | |
|-----|--|---|---|
| 13. | It is better to group adult students by age than by educational level. | T | F |
| 14. | Practical and education goals are more often mentioned by adults with minimal formal education. | T | F |
| 15. | A teaching and learning process must respond to the unique needs of each individual engaged in it. | T | F |

Margaret Stephenson
Instructor, York Course.

How Well Do You Understand Your Students? Answers

1. True, 2. False, 3. False, 4. True, 5. False, 6. True, 7. True, 8. False, 9. False, 10. True, 11. False, 12. True, 13. False, 14. False, 15. True.

CARTOONS AND COMICS

Brighten up your students by using a little humour in the classroom. Cartoons and comics are often useful, also, as a starting point for discussions of culture-based values and standards of behaviour.

This type of material is:

- readily available;
- easy to understand;
- close link between drawings and dialogue;
- funny.

We took a sample comic strip and talked about ways we could use it:

- cut up frames and put them in order;
- blank out words and have students write them in;
- blank out the last frame and have students write the punch line;
- write it as a story;
- expand it into a skit.

It was also suggested that comic strips cut from daily newspapers which tell an ongoing story can be clipped and saved and they become a sort of "soap opera".

Margaret Stephenson
Instructor, York Course

SELF EXPRESSION

Another way of approaching a discussion of values is to use open-ended sentences, such as those in the exercise that follows. Students can express their feelings to a partner, in a small group, or to the whole class, depending on class size and comfort level. It could also be a personal writing exercise for advanced students.

Dyads

1. I like my life when
2. The person I admire most is
3. My grandmother
4. My favourite comic strip
5. Cigarette smoking is
6. Rainy days make me feel
7. The most interesting person I've ever met is
8. I can't stand people who
9. When I go to bed I
10. The most unusual dream I've ever had is
11. I like
12. I hate
13. When I get angry I
14. Politicians
15. My mother once told me that
16. My life will (or will not) be like my parents' because
17. I once saw
18. I'll never forget that Christmas (or Birthday) when
19. I once went to a terrible party at which
20. Toronto
21. I once saw
22. Some people say that friendship should last for life but
23. In five years I'd like to be
24. When I want to have some peace and quiet at home I
25. The summer heat (or winter cold) has (or has not) affected me because
26. I think this exercise is

Mary Moore
Instructor, North York Course

HUMAN BINGO

Teachers familiar with Gertrude Moskowitz' book Caring and Sharing in the Foreign Language Classroom (Rowley, Mass.: Newbury House, 1978) will recognize this as a clever variation on "Search for Someone Who". This type of activity emphasizes the creation of a comfortable atmosphere through socializing in the classroom as one of the factors that stimulates learning.

Find Someone Who

Collect a different signature for each square.

Game ends when all squares are filled.

| | | | | |
|------------------------------------|--|--|--------------------------------|------------------------------------|
| lives in Etobicoke | doesn't know how much money he/she is carrying | has 3 children | has blue eyes | speaks French |
| reads The Star | has a dog | has taken this course before | lives in an apartment | ate turkey on Thanksgiving |
| is a University student | goes jogging | FREE | couldn't find Kane Avenue | speaks Japanese |
| is a Parent & Preschool Supervisor | doesn't know his/her postal code | came here to-night on the Eglinton bus | went to a movie on the weekend | knows his/her Social Insurance No. |
| likes cooking | is a volunteer | has a short surname | needs a ride to class | had eggs for breakfast |

Margaret Stephenson
Instructor, York Course

GAMES

The Gift Game

This version of the gift game was created by Myna Thorkelson and adapted by Pauline Bergia. Another version is demonstrated in the British Council teacher training film "Communication Games". (available on loan from the Ministry of Citizenship and Culture Resource Centre)

Contents

Game Board - pictures of many gifts arranged in a circle (30-40)
Character Cards - 1 slide, a picture, other, (16) a characteristic

A Dice & "Men"
(e.g. 4 players with 4 cards each, or 3 players with 5 cards ...)

Instructions - How To Play

Deal 4 character cards to 4 players. The winner of the game is the first player to successfully purchase gifts for their relatives (characters). You move your man the number of moves your dice shows. You decide which character the gift is suited to most. The other players "vote" to decide whether they feel that gift is suitable for your relative. If the majority decides it is suitable, you may "buy" the gift and so eliminate one of your characters and purchases.

The language that is being encouraged is: informing, agreeing, disagreeing, challenging, justifying, expressing opinion/reaction, clarifying, etc.

Pre-Game Activities

- Students find a picture of a relative (divide evenly). Write one characteristic about this person.
- Match the description with the card/picture.
- Choose a gift in a catalogue for yourself; any relative. Make game board.

PROBLEM-SOLVING ACTIVITIES

Shopping at Miracle Mart

Each assignment presents a special problem.

1. Present the problem.
2. Indicate the section of the store you would go to.
3. Write what you can buy and in what colour, size, type, etc. Use the catalogue or flyers; or posters with ads (a collage of items).
4. Each problem has a limit on the amount of money you can spend.
 - a) You are a student who is living in Canada for the first time. You need warm clothes for winter to go to school (or go to work). What items will you need? Your limit is \$200.00.
 - b) You are going to meet your boyfriend's(girlfriend's) grandmother. What new clothes will you buy? Your limit is \$35.00.
 - c) You are giving a "going away party" for two girlfriends. What will you buy for the party? What will you buy for them? Your limit is \$75.00.
 - d) You need to prepare your car for winter and possible emergencies. What will you buy? Your limit is \$85.00.
 - e) You need some new things for your kitchen. What essential items will you buy? What decorative things are possible? Your limit is \$80.00.
 - f) Your children are going back to school. They are 6, 12 and 16. What will they need? Your limit is \$200.00.
 - g) You want to re-decorate a bathroom in your home. What will you buy? Your limit is \$75.00.

T. O'Brien
Volunteer, North York Course

LISTENING: TELEVISION AND RADIO

Teachers are aware that television and radio are an important influence on all students in their lives outside school. It is therefore essential to help students to become more aware of the media's impact on their values, attitudes and way of life.

Uses:

1. Discuss the students' favourite programs and the categories under which they fall.
2. Watch a TV commercial. What is its appeal based on (sex, authority figure, humour, etc.)? Make a chart showing the different approaches used in commercials and the frequency of use. Relate the product to the particular approach used.
3. Compare a radio newscast to a TV one. Why are items given different treatments? Compare both to the treatment given the item in the newspaper.
4. Watch a soap opera. Are the incidents related similar to experiences the students might have? Why do people watch soap operas?
5. Watch a political speech and then discuss the types of persuasion or appeal used (name calling, band wagon, repetition, plain folks, etc.). What "body language" supports (or weakens) the speaker's argument?
6. Prepare rating sheets and have students rate news broadcasters, public affairs programs, etc.
7. Have students list words to which they react emotionally and the use of which would influence their attitude to a speech or the speaker. Make lists of happy words, sad words, etc. Discuss emotions and how they are displayed or transmitted.
8. Have students write a script and dramatize a news broadcast, etc. as it might be done on TV or on radio.
9. Compare the leading characters in different programs. What characteristics do they have in common?
10. Pick one item from a newscast. Have students attempt to infer what subsequent developments will occur and what events preceded the particular incident.
11. Write a commercial for TV and one for radio. How are they similar? How are they different?
12. Have the students watch a specific program, even after school, for discussion next day.
13. Compare and contrast the contents of a TV newscast, radio newscast and the newspaper on a given day. How do they vary? Which items appear suitable for print, for TV, etc.?
14. Ask a radio program to make a public service announcement. (Perhaps that the class in R.26 is alive and well.) Listen for it.
15. Visit a radio or TV station to extend the student's understanding of the media.
16. Invite a guest from a radio or TV program to speak to your class.
17. Use the TV with a listening station to make a relaxation centre.
18. Watch TV with the sound turned off for five minutes. Describe expressions, body movements and gestures that convey meanings.

Bonita Greenbaum
Instructor, North York Course

LISTENING: USING A SONG

Songs are useful in the ESL classroom as a means of reinforcing certain vocabulary, grammatical or phonetic aspects of the language already learned. In addition, songs focus on the cultural themes expressed by the lyrics.

While songs are useful in providing a pleasant and meaningful mode for students to attend to certain aspects of language, they may also be extremely useful for working on listening. The song, You Needed Me from the album "Anne Murray's Greatest Hits" will be used as an example. This song was chosen because the lyrics are not too complicated and the tempo is slow enough for an intermediate class to handle without being overwhelmed.

For this activity, all past verb forms have been deleted from the song (attached) and replaced with blank spaces. The students' task is to listen to the song and fill in the blanks. The purposes of the activity are: to provide students with practice in hearing the past forms of verbs, and, to enable students to listen to language presented in a non-threatening way.

Procedure

1. Divide the class into groups of three or four.
2. Introduce the song and give it a bit of background. Here you can tell the story of the song and, if the song is from an album, tell students the name of the album.
3. Before distributing the lyrics play the song once to familiarize the students with the melody.
4. Distribute the lyrics, one per student. When students work in groups on a task that requires thinking, interacting and writing, it is better to give one handout to the group because it forces the students to work together. Students will accept this procedure if they realize that they eventually will receive their own copy of the handout with time to complete it with the correct answers. However, for this activity, one per student works better.
5. Having distributed the lyrics, instruct students not to write but simply listen to the song again, this time following along with the lyrics they have just received.
6. Play the tape again and this time have students try to fill in the blank spaces as they listen to the song. Depending on the level of the group, it may require several more replays before they finish.
7. When they've finished, have them compare their answers with their partners in the groups. Everyone in the group should have the same answers. If there is disagreement, the same portion of the tape should be played several times to enable the students to come to a consensus.

Margaret Stephenson
York Course.

YOU NEEDED ME

by Anne Murray

I _____ a tear; you _____ it dry.

I _____ confused, you _____ my mind.

I _____ my soul, you _____ it back for me.

And _____ me up, and _____ me dignity.

Somehow you _____ me.

You _____ me strength, to stand alone again.

To face the world, out on my own again.

You _____ me high upon a pedestal.

So high that I _____ almost see eternity.

You _____ me, you _____ me.

And I can't believe it's you, I can't believe it's true;

I _____ you and you _____ there.

And I'll never leave; why should I leave? I'd be a fool;

Because I finally _____ someone who really cares.

You _____ my hand when it _____ cold;

When I _____ lost, you _____ me home.

You _____ me hope, when I _____ at the end;

and _____ my lies, back into truth again.

You even _____ me friend.

You _____ me strength to stand alone again.

To face the world out on my own again.

You _____ me high, upon a pedestal.

so high that I _____ almost see eternity,

You _____ me, you _____ me.

You _____ me, you _____ me.

PRONUNCIATION PRACTICE

This exercise on the different pronunciation of the past tense marker "-ed" could be used in conjunction with the listening exercise "You Needed Me".

Read the following sentences to yourself and decide whether the past tense sound of the verb is /d/t/Id/.

1. She was interested in sewing.
2. They stopped immediately.
3. The men decided to strike.
4. I followed the trail through the park.
5. She dialed the wrong number.
6. They walked past the soldier.
7. She worked daily at her painting.
8. The story ended happily.
9. I picked up a newspaper this morning.
10. The teacher explained the text.
11. The horse jumped over the fence.
12. The box contained old letters.
13. I accepted the invitation.
14. The children thanked their aunt.
15. The audience laughed at the joke.

Elizabeth Taborek
Instructor, York Course.

READING

Scrambled Recipe

A reading task suitable for an intermediate
- advanced level.

The directions are in the wrong order.
Please number them in the right order.

- _____ Take a small piece of chilled dough from the refrigerator and roll it out with the rolling pin.

- _____ Remove the cookie from the dough and put it on the cookie sheet. Use a spatula if you can't pick it up with your fingers.
- _____ When the cookies are cool, decorate them with frosting or eat them plain.
- _____ Clean the kitchen counter thoroughly; then cover it with a large board or plastic wrap.
- _____ When the cookie sheet is filled, put it in the hot oven. (Did you remember to preheat the oven?) Check your recipe to see how long the cookies should bake.
- _____ Sprinkle the board or counter with powdered sugar (also called confectioner's sugar).
- _____ Put on an apron and wash your hands. Turn on the oven to 375° (or whatever temperature the recipe says).
- _____ Take a cookie cutter, dip it into the sugar, then press it into the rolled-out dough to cut your cookie.
- _____ When the cookies are done, remove the cookie sheet from the oven and let it sit for about a minute. (Ouch! It's hot! Did you remember to use a potholder?)
- _____ Remove the cookies from the cookie sheet with a spatula and put them on a wire rack to cool completely.
- _____ Get a rolling pin, cookie cutters, a spatula, cookie sheets and a little oil to grease them, a box of powdered confectioner's sugar, and potholders.

Identify and label the pictures below:
(cookie sheet, rolling pin, apron, powdered sugar, potholder, plastic wrap, cookie cutters, spatula)



Note: This ordering activity was preceded by a recipe activity taken from a package of Betty Crocker Gingerbread Mix (the recipe on the side of the box) for gingerbread men. It was followed by a recipe activity for buttercream frosting, taken from the side of a C&H Powdered Sugar box.

Judy Winn-Bell Olsen ©1975. Permission granted to copy for classroom use.

NEWSPAPER SCAVENGER HUNT

This activity is a race. It will get you round and about in the newspaper. The prime objective is togetherness in group organization and the methods used to get the job done. Teamwork is the key. Hurry, hurry, hurry!

Find, cut, and paste one sample for each item:

- a number greater than a thousand.
- a game.
- a letter from someone.
- a city within 100 miles of your present location.
- a number smaller than 1.
- a vehicle, other than a car.
- something to play with.
- a movie that starts between 7:00 and 9:00 p.m.
- a compound word.
- an angry word.
- a face with glasses.
- the price of a pound/kilo of meat.
- the high temperature in a major city.
- an animal either pictured or mentioned. Next, list the names of the people in your group who have ever touched the animal.
- the price of a used Honda (car).
- a column.

As soon as you're finished, stand up and holler "We're finished!"

Bonita Greenbaum
Instructor, North York Course

LITERACY

Picture Journal

When students at a low literacy level want an opportunity to do some "homework" without the stress of writing, you can ask them to bring a picture (e.g. each Monday) to put into a Daily Journal which represents

- something they've done over the weekend
- something they felt emotionally over the weekend
- someone they met over the weekend
- somewhere they went over the weekend

Different students can be invited to share some of the experiences or people with the class. Some students may want to have a more private dialogue with the teacher. (The pictures can be from magazines, newspapers, personal photos of places or people.)

Sheila Applebaum
Instructor, North York Course

PRE-READING SURVIVAL LITERACY

Lesson:

- To teach direction and introduce simple symbols.

Vocabulary:

- Oral - left, right, turn.
- Written - left, right.

Population:

- Multi-level - illiterate, semi-illiterate.
- Functional literate, non-Roman.
- Alphabetic seniors.

Lesson Progression:

- Oral practice - individual, group and pair work.
- Introduction and analysis of written form.
- Written practice- read, trace, copy, write.

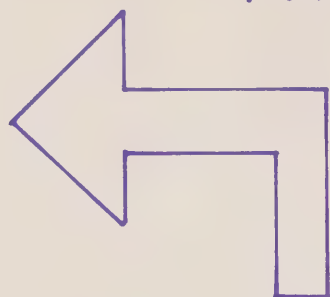
Follow-up Activities:

- Continue with directions - e.g. turn around, stop, walk, don't walk.
- Continue with symbols - e.g. stop, bus stop, walk, don't walk, restroom, exit, emergency.

- Develop vocabulary for physical exercises - e.g. stretch left hand, shake right foot.

Bonita Greenbaum
Instructor, North York Course

PHONE _____



LEFT

LEFT

LEFT LEFT LEFT LEFT

READ AND WRITE

LEFT

CIRCLE LEFT

LEFT

LIFT

FELT

LEFT

LET

LEFT

LEFT

FIT

FELT

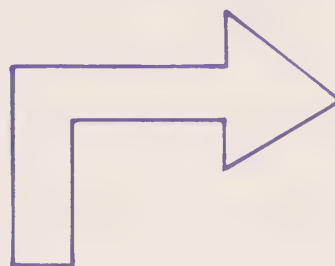
TELL

LEFT

LEFT

PHONE _____

RIGHT



RIGHT RIGHT RIGHT RIGHT

READ AND WRITE

RIGHT

UNDERLINE RIGHT

RIGHT TIGHT RIGHT HEIGHT

RIND RIGHT RIGHT FIGHT

RIGHT RING TIGHT RIGHT

O.H.I.P. NUMBER _____

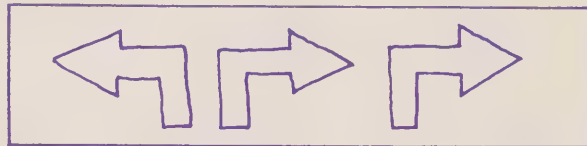
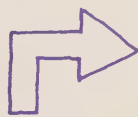
CIRCLE LEFT UNDERLINE RIGHT

LEFT RIGHT RIGHT RIGHT LEFT

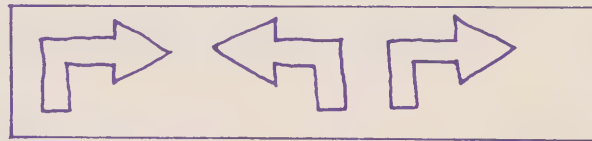
RIGHT LEFT LEFT RIGHT LEFT

LEFT LEFT RIGHT LEFT RIGHT

FIND THE SAME ARROW. CIRCLE IT.



FIND THE DIFFERENT ARROW. UNDERLINE IT.



LEFT

RIGHT

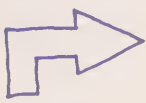



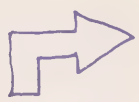

LEFT



| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

LAST NAME

PUT AN X ON THE CORRECT WORD.

| | | |
|---|---|---|
|  RIGHT LEFT |  RIGHT LEFT |  LEFT RIGHT |
|  RIGHT LEFT |  LEFT RIGHT |  RIGHT LEFT |

LISTEN. WRITE THE LETTERS.

1. L _ FT

4. _ E _ T

2. _ IGH T

5. R _ GH _

3. RI _ _ T

6. RI _ _ _

FORM LANGUAGE

To be used on worksheets taught as sight words.

Examples:

| | |
|-------|-------|
| _____ | _____ |
| Last | First |

| | |
|-------|---------|
| _____ | Name |
| _____ | Address |

| | | | |
|------------|-------|-------------|-------|
| Address | | | |
| _____ | | | |
| No. Street | | | |
| _____ | _____ | _____ | _____ |
| City | Prov. | Postal Code | |

| |
|-----------|
| _____ |
| Homeplace |

| |
|-----------|
| Phone No. |
| _____ |

| |
|-----------|
| _____ |
| Telephone |

| | |
|------|-------------------|
| Mr. | _____ |
| Mrs. | _____ |
| Miss | last first middle |

| |
|----------|
| Today is |
| _____ |

| | |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

| | | |
|-----|--|----------------------------|
| Sex | | <input type="checkbox"/> M |
| | | <input type="checkbox"/> F |

| | | | | | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Social Insurance No. | | | | | | | | | |

| |
|----------------------|
| Maiden Name |
| <input type="text"/> |

| |
|----------------|
| _____ |
| Name of Spouse |

| |
|-------|
| Age |
| _____ |

| |
|------------|
| Birthplace |
| _____ |

| | |
|-----------|----------------|
| Birthdate | ____/____/____ |
|-----------|----------------|

| |
|---------------|
| Date of Birth |
| _____ |

| |
|-------------|
| Hair Colour |
| _____ |

| |
|----------------|
| Colour of Hair |
| _____ |

| | | |
|-----|--------------------------------|--------------------------------|
| Age | <input type="checkbox"/> 16-20 | <input type="checkbox"/> 51-65 |
| | <input type="checkbox"/> 21-35 | <input type="checkbox"/> 66-80 |
| | <input type="checkbox"/> 36-50 | |

| | | |
|-------|--------|--------|
| Age | Height | Weight |
| _____ | _____ | _____ |

| | |
|-----------------|--------------|
| ____ Married | ____ Single |
| ____ Divorced | ____ Widowed |
| ____ Sepa-rated | |

| |
|----------------|
| _____ |
| Marital Status |

| |
|-----------|
| _____ |
| Signature |

| |
|-----------|
| Sign Here |
| _____ |

| |
|------------|
| _____ |
| Sign Above |

USING FOUND MATERIALS

"Found" materials are easy to collect, and no cost - or very little - is involved in creating these colourful and productive lessons. The following ideas are adapted from Teaching English as a Second or Foreign Language by M. Celce-Murcia and L. McIntosh (Rowley, Mass: Newbury House, 1979).

| "FOUND" MATERIALS (What) | FUNCTIONAL PURPOSE (Why) | SKILLS (How) |
|--|--|--|
| Calendar (e.g. Roy Thomson Hall/ Massey Hall <u>Current</u> Calendar) | Information/Entertainment (to teach dates, days of the week, months of the year, numbers, abbrevia- tions. (to set up a field trip) | Skimming (brief general reading of a text in order to de- termine whether further or focussed reading is warranted. Scanning (reading quickly through a text in order to search out precise details in answer to a specific question) |
| Large Maps/Globe ("A Look At Canada") | Information (to teach English names of countries, regions, continents, oceans, etc.) (to help students share their experiences about their own countries and their travel route to Canada) | Scanning/Map Reading |
| Puzzles, Anagrams (e.g. "Stop" on index cards) | Information/Entertainment (to develop and rein- force literacy skills) | Reading For Total Comprehension (a slow careful process which usually involves rereading in order to determine what has been said. At literacy level, it often involves under- standing the vocabulary and spelling of words) |
| A Large Clock With Movable Hands | Information (to teach telling time in English; to teach numbers) | Identification |
| Menus | Information/Entertainment (to talk about food; about how to order; about who pays) | Skimming/Scanning |

"FOUND" MATERIALS (for reading and other language skills)

| ITEM (What) | PURPOSE (Why) | SKILLS (How) |
|---|--|-----------------|
| A suitcase full of clothing | Information/Entertainment (to teach clothing vocabulary for common items; to practise certain count and mass nouns) | |
| Magazines, newspapers | (to stimulate reading and discussion of current events) | |
| Travel posters and brochures Entertainment flyers Advertisement flyers | Information/Entertainment (to read and discuss means of transportation, travel vocabulary, points of interest nearby and far away; to comparative shop, to prepare for a field trip in Toronto) | |
| Food (food containers) Recipes | Information/Instructions (to practise food vocabulary to discuss what to expect at the supermarket, to discuss personal and cultural preferences) (to follow directions) | |
| Medicine labels | Information/Instructions (to teach the meaning of drug instructions and content of prescriptions; to sensitize students to safety precautions) | |
| Large paper thermometer (where the mercury reading can be changed by hand) | Information (to practise temperature readings; to practise numbers; to discuss the weather) | |
| Money | Information (to teach Canadian currency; asking for change; giving change; counting ...) | |

Sheila Applebaum
Instructor, North York Course

Found Materials Evaluation

1. Identify your materials and the language level.
2. Establish the skill(s) you would focus on - listening; speaking/talking; reading; writing.
3. What strategies would you use in constructing a communicative activity? -include language/vocabulary.
4. Select a spokesperson to report back to the group.

Questions are geared to your specific language level and to the structure you want practised.

The groups write out their plans and share with the others.

Bonita Greenbaum
Instructor, North York Course

GOOD READING

FIELD TRIPS

Save some of these until the weather improves, but try the imaginary holiday now for a lift of spirits.

1. Distribute a map of the immediate area (which you have drawn). Number the buildings and other locations. In pairs, the students must locate the site and write the names on the map.
Variation: This activity can be done inside your program facility.
2. Divide the class into pairs. Give each pair different directions which, if correctly followed, will get them to the same destination. See if they all arrive at the correct location. (What if they don't????)
3. Take your class to the public market. Give each pair a task similar to a scavenger hunt. e.g. What colour are the mangoes? What is the least expensive price of oranges that you could find?
4. Plan a holiday trip with your class. Provide maps, pamphlets, pictures etc. Divide the class into groups of three. Each group decides on its own particular destination, using the following questions as a guide:
 - Where are you going?
 - How long are you going for?
 - How are you getting there?
 - What route are you taking?
 - Where are you staying?
 - How much money are you taking?
 - etc. etc.

Textbook Evaluation

Teachers often find it difficult to assess the usefulness of a textbook for their classroom situation. They will find the following points helpful in making an evaluation:

- age range
- level of proficiency in English
- level of general education
- background language (homogeneous?)
- sex distribution
- reasons for studying English

Analyze the following:

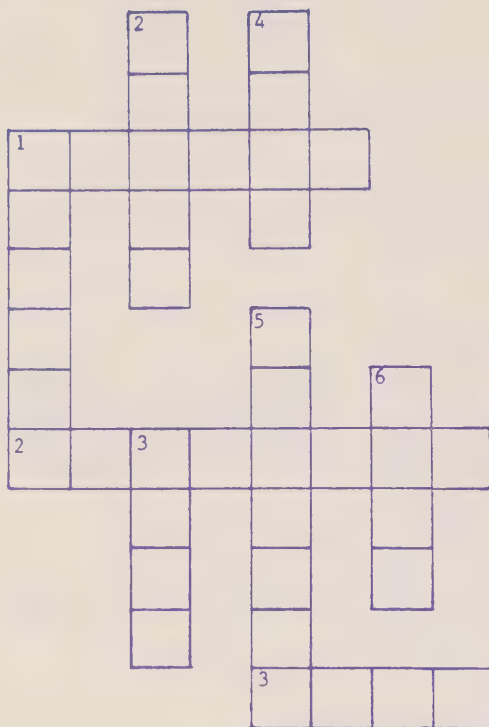
- subject matter
- vocabulary and structures
- exercises
- illustrations
- physical make-up of text

Having completed your analysis, answer the following questions, insofar as possible, for each text:

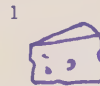
- What emphasis is given to each of the four skills - listening, speaking, reading, writing?
- What emphasis is given to each of the following language areas - grammar, vocabulary, pronunciation, mechanics (punctuation, spelling etc.)?
- On what language teaching methodology is the text based? (could be several)
- What possibilities do you see for adaptation of the text for your target group?

Mary Moore
Instructor, North York Course

Crossword



Across



Down



ESSENTIAL DEFINITIONS IN E.S.L. by Laurie Wellman, SUNY, Albany

linguistics - small pasta, particularly good with clam sauce.

pattern drill - a Black & Decker tool for cutting small designs in wood.

transformational grammar - an aged relative who changes from one minute to the next -- from over-indulging her grandchildren, to firmly disciplining them.

immediate constituent - the one who lives nearest to his or her member of Parliament, and demands constant attention.

vowel

- a solemn promise made by one person to another, e.g., betrothal.

sector analysis

- a government survey of different regions of the country.

tag questions

- questions asked by children during group games, such as, "Anyone around my base?"

synonym

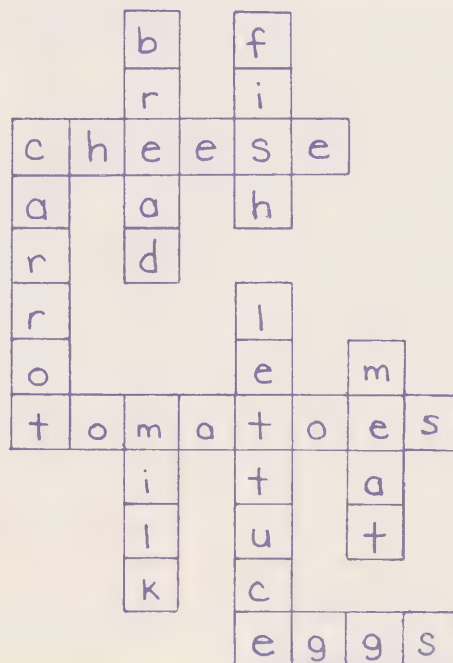
- a popular spice, particularly good when combined with sugar.

minimal pairs

- the smallest size fruit that the A&P can legally sell before the fruit inspector issues a violation.

| | | | |
|---------------|--|-------------------|--|
| function word | - any of a group of words relating to a person's daily routines. | past tense | - someone who took Valium one hour ago. |
| gum ridge | - a large accumulation of Bazooka, usually found on the underside of children's desks at the end of the school year. | TESL | - the Yiddish word for the fringe of a graduation hat. |
| prefix | - to repair temporarily. | psycholinguistics | - one form of linguistic that must be watched very closely while being cooked. |
| dialect | - what to do when Ect hasn't called you for several days. | dependent clause | - one of Santa's children |
| | | paradigms | - twenty cents. |
| syntax | - a fine for unacceptable behaviour. | | |

Crossword Answers



Thanks to East End Literacy, Toronto,
for Crossword Puzzle.

PRESCHOOL



ELLEN CHAPMAN

Preschool Supervisor, Runnymede Parent and Preschool Program.

Ellen emigrated (yes, she was a newcomer, too) with her parents and their five other children to Canada from Scotland in 1923. Her family settled in an area of Toronto where a large number of European immigrants lived. Ellen said that there was one thing she was very much aware of, and that was the community togetherness which transcended all barriers of race or religious beliefs, as neighbours helped one another when the need occurred. Her early experiences as a newcomer helped her to understand the feelings many newcomers must have when they arrive in Canada, some carrying, additionally, the burden of a language barrier. Her family philosophy was - be honest, work hard, share.

Ellen's formal education was in business administration. She started her work career in an office as a secretary and then as a cost accountant. She left her position after she married and became a foster mother and an adoptive mother with the Infant's Home, working very closely with Dr. Long, Child Psychologist. In order to supplement the family income, she went back to work as an evening supervisor in the Medical Records Office at the Toronto General Hospital. Then in 1959 a wonderful event occurred. Ellen gave birth to a darling baby girl.

While raising her family, Ellen continued to devote much of her time and energy as a volunteer. She assisted in setting up a summer community program for young children at Runnymede Church. She was a group leader at the Royal Ontario Museum on Saturday mornings, introducing children to natural science. During this time she also volunteered at Runnymede Public School by assisting teachers in different program areas from junior kindergarten to grade 6. She continued to do so for the next twenty years.

Mothercraft Society was fortunate to have Ellen as a full time summer volunteer in programs designed for young children.

I first met Ellen in 1973 when she volunteered to assist in the new ESL program at the Runnymede Church. She said that initially she felt reluctant to make a commitment because she was unfamiliar with ESL methodology. She finally decided that she would undertake the challenge, a decision she says she has never regretted.

Always eager to improve her qualifications she enrolled in the first ESL course the then Ministry of Culture and Recreation gave in 1973/74. She said that she was glad to have the opportunity to attend the course since it provided her with greater insight in teaching ESL to preschool children. When the program became funded by the Ministry her status changed from volunteer to paid staff.

Interest in the program became a family affair. When her husband retired (you guessed correctly) he was recruited to assist the volunteer in the infant room. He remained with the program for eight years, leaving due to illness. Her daughter, Joy, also participated during her high school and university years.

Between 1974 and 1982 Ellen set up and supervised the ESL preschool at Calvin Presbyterian Church. As well, between 1975 and 1978 she also supervised the ESL preschool at Diefenbaker Public School.

For many years she has attended numerous professional development workshops in the field of early childhood and ESL. The first workshop she attended dates back to 1949 which was related to early childhood education. She has given workshops at three TESL conferences as well as several for the Ministry. A few years ago she enrolled in a Recreation Skills Course at Seneca College. As a follow up, the summer was spent working with 25 children at St. Stephen's Community Centre.



Ellen has devoted most of her life to helping others, always with love, patience and good humour. Whenever I call upon her I always receive an enthusiastic and positive response.

I am very pleased to have had the opportunity of sharing the many interesting things she has done over the years. For me it is a pleasure to know her and work with her. She has followed her family philosophy. She is honest, she works hard and she does share. To sum it up, I would say that Ellen Chapman has quite a record.

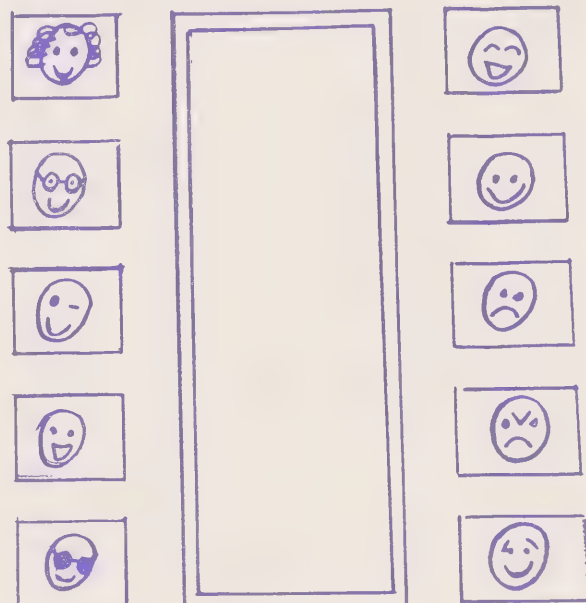
Muriel Schwartz
Preschool Consultant

IDEA EXCHANGE

FACES

"A picture is worth a thousand words" is fully appreciated by ESL teachers. When travelling in foreign countries, being handicapped by knowing only one's mother tongue, one looks for the universal pictures to locate the necessities.  

How do you explain emotions to a child without the facility of language? What better way than pictures and then duplicate the expressions in the mirror.



My assistant Sherry Hobson happened to have a book, "Great Thumb Print Drawing Book" by Ed Emberley, Little Brown and Co. 1977, from which our faces were adapted. In the book, thumb prints are made and given personality with line drawings showing a variety of emotions.

In our ESL group, we positioned a selection of common expressions around the mirror. As an introduction the pictures were shown and discussed in the 'circle' and we tried making similar faces. On our wall we have a long mirror mounted which the children use at the dress-up centre.

It was interesting to observe the children, particularly the younger ones, going to the mirror and screwing-up their faces. As our observation of their reaction was casual, I had the impression that the older ones might relate to the pictures and mimic the expression, while the younger ones were merely spontaneously making faces.

Jane W. Corkery
Preschool Supervisor
McCarthy English Language School
Ottawa

WORKSHOP REPORTS

LEARNING OPPORTUNITIES

1984/85 TESL Preschool Course - Toronto

An overview of the learning opportunity -An open-ended approach to teaching ESL to preschool children.

Learning opportunities are best described as digestible bits of learning that are present through every and any event taking place in the preschool setting. Learning opportunities are open-ended, have no time limit and ideally are initiated by the children. Although this child-initiated aspect may be difficult due to the age of the children it can be done by tuning in to the things that seem fascinating, exciting or fun to the children.

Learning opportunities integrate all activities in the preschool, therefore what has significance in the book centre should have significance in the drama centre and so on. The classroom events should have a snowball effect in that each particular area of learning should have relevance to another.

There are many ways to develop learning opportunities but one of the best and easiest ways is to follow the multitude of ideas that evolve from literature. In any one book there are dozens of ideas and themes that can be talked about, analyzed and played with. The teacher can brainstorm the book,

breaking the central ideas or events into segments, and then taking one segment or idea and turning it into a cornucopia of learning opportunities for the students. Because learning opportunities are multi-dimensional and open ended, each child will be able to tune into them at their own pace and will be able to come back to the ideas and events time and time again.

Learning opportunities represent one of the best approaches to teaching as it is a flexible way to tackle learning in any situation regardless of the age or language level of the children.

(*Insert - Brain-storming of The Very Hungry Caterpillar.)

Donna Cook
Preschool Supervisor
Course Instructor
Fairbanks P & P, Toronto

TRAINING PRESCHOOL ASSISTANTS

(A) Volunteers (B) Parents

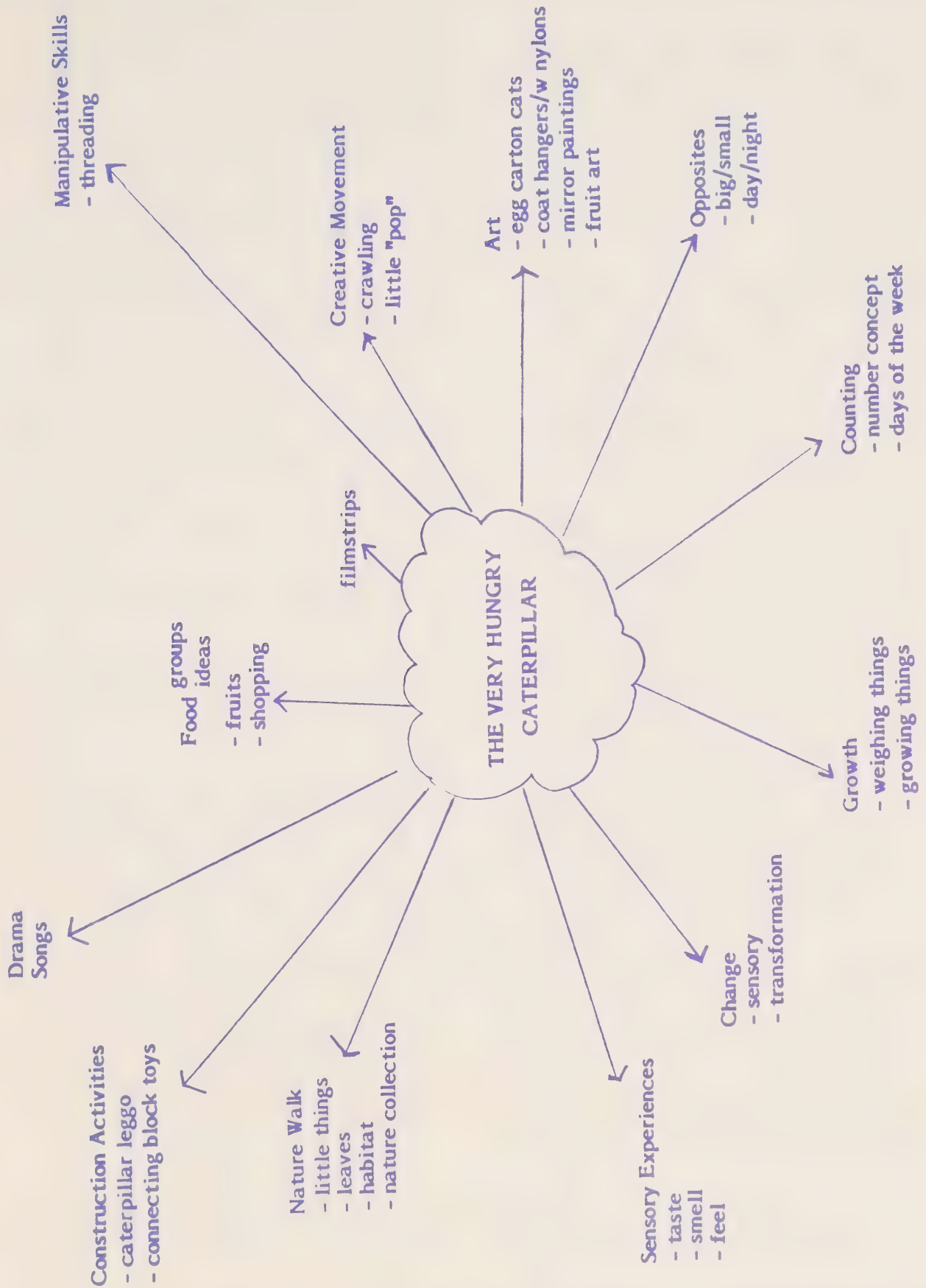
The following is from a workshop given Monday, September 10 to participants of Teaching English as a Second Language in a multicultural preschool. The workshop was part of the ESL certificate course and encompassed many ideas. I have put these thoughts down in point form under two headings, volunteers and parents.

(A) Volunteers

People volunteer for different reasons. As you get to know your volunteers better, their strengths and weaknesses will become apparent.

Kinds of Volunteers

| | |
|----------------------------|---------|
| Lonely | Wealthy |
| Health limitations | Bored |
| Childless | Seniors |
| High school students | |
| Community college students | |



Recruitment

Where do the volunteers come from? There are many sources. I have listed some below for you to consider.

Newspapers
Volunteer bureau
High schools
Community colleges
Small shops
Churches
Universities
Library bulletin boards
Special needs agencies
Supermarket bulletin boards

Screening and the Initial Interview

Who has responsibility for screening, you or the organization? If it is the organization, then part of your work is already done for you. If it is your responsibility, then I suggest the following.

To begin with, do not have the volunteer go directly into your program and work with the children until you have had a chance to meet the person and make some assessment. This can save some frustration and disappointment on both sides. Working with young children is quite special and not for everyone. I try very hard never to start without meeting the volunteer first.

1. Call the volunteer and introduce yourself. Give him/her a brief outline of what is going to happen in your program. Give him/her an outline of what his/her role will be.
2. I then either ask the volunteer to meet me for lunch, or meet me at the school. I often do both if the volunteer is interested and has the time.

Questions you could ask potential volunteers

1. Why do they want to volunteer in the ESL preschool?
2. What is their educational background and training?
3. Have they ever worked with children, especially preschool children?
4. What are their special interests and skills?

If your volunteers choose to meet you at the school, show them your facilities. Do not rush. Remember, preschools have a tremendous volume of "little things". If one

is not familiar this can sometimes be quite overwhelming. Remember first impressions are important. You do not want to discourage your volunteer. Discuss your program schedule. If, after you have spent some time discussing the program and you have a positive feeling, you probably have the beginnings of a pleasant working relationship. Should this interview with the volunteer take place at the beginning of the year, perhaps he/she could be of assistance in your initial parent interviews.

I provide each volunteer with a volunteer manual which has my name and telephone number on the inside cover. If a problem should occur they are able to call me to discuss it. Volunteers are encouraged to work in the program for a while before making a commitment. When working with volunteers the two most important words to remember are encouragement and communicate. The team approach works.

What do I expect from my volunteers?

1. to arrive 15 minutes early if possible
2. to be active
3. to be pleasant

If we have reasonable expectations from the volunteers, they will probably meet them.

Training Volunteers

1. Share your plans for the day, keeping in mind that plans may not always be achieved due to the children's interest that day.
2. Learn to be flexible.
3. Stress team work together.
4. Let them know that you are happy they are working with you.
5. Let them know you are depending on them. Without their help the program cannot be carried out to the level you would like it to be.
6. Let them know what to expect. Accept failure and help the volunteer to accept it as a learning experience. It is going to happen at some point. Tell them ahead of time. Let them know it does not always work for you either. Talk in terms of what to expect from the children, their behaviour, their reaction to them, etc. Let them know they will be tired after their morning. You, as a

teacher, realize these things. A volunteer does not. Keep a journal on the volunteer and jot down the positive and negative things that happened. What responsibilities did they have? Was there something they did not like to do? This allows you to zero in on specific areas of need.

To begin with give them:

1. Simple and non-threatening tasks.
2. Specific tasks.
3. Things to do that will not cause embarrassment.

(B) Parents

Initial Interview

1. Length of time 15-20 minutes.
2. Arrange a special area for the interview.
3. Have some books available for the children.
4. Fill out the forms and if possible include some personal information on the parents. This can be put on the back of the form.
5. Speak slowly, be friendly and look directly at the parents not down at the table.
6. Distribute the Ministry's Welcome to the ESL preschool letter.
7. Inform parents that there will be times that they will be expected to assist in the preschool.
8. Be relaxed and smile.
9. Let the parents know that the children will be enrolled in an educational program.

What can you expect from parents?

1. to contribute actively
2. to enjoy being part of the program
3. to grow in your relationship together (teacher and parent)
4. to improve English skills
5. to have an opportunity to observe and understand better their child's development

IMPORTANT: You cannot always achieve the above, but you can try!

Training Period

1. Have them arrive 15 minutes early if possible.
2. Always begin by using your returning mothers first. I try to schedule all the mothers in the first month, so my original interview with them is not forgotten.
3. I have a simple parent handbook which tells them about the school, my aims, etc.
4. Choose simple and non-threatening types of activities with which to begin.
5. Give instructions clearly.
6. Give them specific tasks.
7. Choose your tasks according to their capabilities.
8. Accelerate your expectations as the year goes along.
9. Place a duty list on your door with a schedule of two months in advance. This allows them plenty of notice when they are expected to help.
10. Speak to each parent as they come in. Call them by name. Use the mother's name in your conversation.
11. Reassure parents that as the children feel more secure in the room the crying will diminish.
12. Say at least one positive thing each day to the parent. Start the lines of communication going.
13. Work at making the parents' time in the program enjoyable.

What happens when it doesn't work?

Parents will be:

apprehensive
feel inferior
not care
be frightened
feel superior
know everything
will want to stay with their child only

To begin with, not every parent will be successful. There will be headaches, questioning of yourself and your methods. Always remember everyone has something to contribute. Be prepared for anything. Your goal is to try and understand that person better, so you may help them to function in the program to the best of their ability.

Alternate ways of using parents who are not a success in your program

1. mending doll clothes
2. washing doll clothes
3. mending books
4. cutting up greeting cards
5. washing some of the toys
6. washing dolls
7. clean paint jars
8. cut pasting materials
9. tidy cupboards

Good luck and enjoy your parents and volunteers.

Barbara A. Chisholm
Supervisor of Overland ESL Program

BOOK REVIEW

Science With Young Children by Bess-Gene Holt

The next time you have an accident in the classroom, try the Holt approach and make it a learning experience.

"It's bleeding, good! That cleans it. Now I'm going to hold this clean gauze over your cut tightly. Do you feel how tight that is? I'll bet it hurt, didn't it? The hurt makes you do something quickly to take care of your body. And we're doing it. When we hold the bandage over the cut so tight, it gives your blood a chance to 'coagulate' ..."

Not all of Bess-Gene Holt's examples are this dramatic, but all are this relevant to the everyday classroom situation. Even the children are recognizable. They are not the wide-eyed, eager young scientists so often featured in classroom science books. They are the disenchanted, the bored, those whom Holt calls the 'cruisers' - those whose aimless activity may in fact be a kind of scientific search, a sort of sensory scanning of the environment. Remember that, the next time a little finger pokes through your ricepaper sailboat!

Nor is this a science book about classroom pets and/or gardens - both remote possibilities in our two-hour preschools. This book presents more of a holistic curriculum approach from storytime to snack to crafts. The theme is letting science happen naturally by providing an environment for it, not relegating it just to a 'science corner' or a 'discovery table'.

There is a host of practical suggestions from bringing the outdoors indoors and vice versa (particularly applicable in winter), to nature walks and crawls, to pocket-sized science experiences. From the direct to the vicarious experience, the examples are stimulating, different, and often humorous; on the need for metric instruments, for instance, "If one of your several thermometers reads from a Fahrenheit scale, teachers will be comfortable and children will learn history."

The book is also easy on the budget. Although a lengthy list of 'equipment to facilitate science experiences' is included, an equally long list of cheap or free equipment is also provided. A balance beam is constructed from a drinking straw, a pin, and two paper circles; a pollution experiment from a piece of gauze and a lump of snow; and measuring sticks from building blocks. A magnifying glass and a dusty shelf (easy to find!) launch an exploration of texture. A mirror leaning against the wall of a plastic container of water makes a prism. Holt's devices cost little but thought.

While many of the set experiments are aimed at the fives and older, the book deals extensively with preschoolers and is a must for every program teacher. For some it provides that conceptual framework for an already-existing science program. For others it may suggest an entirely new direction for the program. But for all of us it is a reminder of the science already happening in the classroom, and a stimulus to expand and enrich that experience.

Maureen Cech, Preschool Supervisor
Ottawa West Language Program
Francais Langue Seconde
aux Neo Canadiens
Ottawa

ANNOUNCEMENT

The Ministry of Citizenship and Culture will host a series of four multicultural workshops for preschool supervisors and their volunteers working in Metropolitan Toronto and surrounding communities.

Dr. Karen Mock, Ph.D., C. Psych.
Consultant, Multicultural Education, will lead the discussion on cross-cultural awareness, multicultural preschool education, child-rearing in a multicultural society and how to be a successful early childhood educator.

The series will take place at the Macdonald Block, 900 Bay Street, Toronto from 9:00 a.m. until 12 noon on the following dates:

Friday January 25/85 Frontenac Room
Friday February 1/85 Humber Room
Friday February 23/85 Humber Room
Friday March 1/85 Humber Room

*The Ontario Ministry of
Citizenship and Culture*

Susan Fish, Minister



Ontario Ministry
of Citizenship
and Culture

77 Bloor Street West
Toronto, Canada
M7A 2R9

INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

ISSUE NO. 22, MAY, 1985

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photo by Gary Beechey

Myrtle Waterman was presented with a 15-year pin for 17 years of volunteer service to the Barbadian Canadian - Association. Miss Waterman was one of 2,500 people who received a volunteer service award pin from the Ministry of Citizenship and Culture during the kickoff ceremony for Volunteer Week which was held in Toronto on April 14, 1985. Congratulations to all the volunteers!

*The Ontario Ministry of
Citizenship and Culture*



INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

EDITOR: ANNA FURGIUELE

PUBLISHED BY THE NEWCOMER SERVICES BRANCH
MINISTRY OF CITIZENSHIP AND CULTURE
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9

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ADULT E.S.L.

MULTISKILL

WHERE WILL WE LIVE?

A Theme Unit on Looking for Rental Accommodation

Rationale for the Unit

When immigrants arrive in Canada, they often move in with relatives or friends and live with them until they become settled. Some move into the first accommodation they can get, and then find that it is not suitable for their needs. Both groups therefore may be anxious to find more suitable accommodation, once they have been here long enough to feel somewhat secure. A unit on looking for rental accommodation would help students gain the knowledge and confidence to be able to find the type of housing that suits their needs. Some students may not be ready or able to move now, but the practical information gained through taking part in this class will help them to make a future move.

Target Group

This unit is intended for use with adults who are learning English as a second language in community programs or continuing education classes. They are at a high basic level and attend the class for two hours, two days a week. They need to learn the language structures and functions required in real life situations.

Objectives (Content)

Students will be able to:

- identify different types of housing available and decide on the best type for them, considering their needs and circumstances;
- describe the type of housing they now live in;
- use a city map index to locate areas and streets on the map;
- find rental accommodation by knowing various sources available for rental information;

- read and understand a notice with rental information, posted on a notice board;
- use the yellow pages of the phone book to locate telephone numbers of rental agencies and apartment buildings;
- use the telephone to call for information and to state a need;
- make written notes of information received during a telephone call;
- set up an appointment by telephone;
- read and understand rental ads in the newspaper classified section;
- inspect an apartment, or other type of housing, knowing what to look for;
- ask the landlord/lady questions about the housing they are looking at;
- understand the contents and legal implications of a lease.

Skills

| | |
|---|-----|
| Reading city maps and using a map index | R |
| Reading newspaper ads and notices from notice boards | R |
| Asking for and receiving information over the telephone | SL |
| Asking and answering questions orally | SL |
| Setting up an appointment over the telephone | SL |
| Writing down information from a telephone conversation | SLW |
| Sharing personal experiences with the group in a discussion | SL |
| Using a telephone directory | R |
| Writing descriptions | W |
| Reading and understanding the contents of a lease | R |
| Writing down questions and answers | RW |

Language Structures

Simple Present Tense:

Where do you live?

I live in an apartment

Present Continuous:

I'm calling about an apartment.

I'm looking for a bachelor apartment.

Modal Verbs

Can (Asking Permission):

Can we have pets?
When can we move in?

May (Asking Permission):

May I come to see it?

Will (Request):

Will you paint the apartment?
Will you fix the faucet?

Interrogative Sentences

1. Yes/No Questions:

Do you live in an apartment?
Are there lights in the hallway?

2. Question-Word:

Where, what, when, how + much

Sentences:

Where do you live?
What's the phone number?
When is the rent due?
How much is the rent?

Is There.../Are There...?

There is.../There are...
There isn't.../There aren't...

It as a Subject:

It says call anytime.
It's a duplex.

Contractions:

I'd, don't, wouldn't, I'm, what's,
it's, isn't, aren't.

Vocabulary

accommodation
To Rent/For Rent
apartment (apt.)
duplex/triplex
townhouse
condominium (Condo)
immediate/ly
furnished/unfurnished (furn.)
utilities
lease
available (avail)
highrise
balcony
air conditioning (air cond)
bachelor (bach)

superintendent (supt)
vacant/vacancy
sublet
occupancy
renovated
Inquire within
references (ref)
self-contained
fully equipped (equip)
bedsitting
intercom
Homelocators fee
executive suites
spacious
studio
penthouse (PH)
luxury (lux)
remodelled

Additional Abbreviations

| | |
|----------------|----------------|
| mos. \$300/mo. | incl. |
| wkly/mthly | evgs. |
| lge. | rm. |
| brdlm. | appt. |
| bldg. | appls. |
| bsmt. | 14th flr. |
| yr. | Broadview Stn. |
| bdrm. | gar. |
| pce. | prof. |
| immed. | wknds. |
| main fl. | |

Other Meanings

\$425 up
TTC at door
1½ baths
\$396 + hydro
Birchmount-Eglinton, corner
534-6953 mornings/evgs 633-2803
638-0750, 6 pm-10 pm
Aug. 1st/Aug or Sept. 1
2½ bdrm
Ext. 220; 961-6659
789-2111, evgs. 633-2803
767-4523, leave message
243-9393, anytime
steps to subway
1 mo. free
share kitchen/bath

Sequence of Activities/Functions

Identifying different types of rental housing through pictures.

Students identify their present type of housing. They make a drawing of it and write a short description under it.

Dialogue - questions and answers between students about the type of housing they live in:

Do you live in an apartment? Yes/No. I live in a house.

Would you like to move? No/Yes. I'd like to live in a duplex.

Comparison of different types of housing regarding rent, space, suitability for children, maintenance, etc. Students decide on the best type for them.

Students will express orally what they would like in their accommodation and will also write an advertisement for their ideal apartment or other form of housing.

Locating areas of the city on a map and asking and answering questions about where they live now and where they would like to live, giving reasons.

Where to look for rental accommodation - knowing the sources; taking a walk in the neighbourhood to look for vacancy signs and for notices in laundromats and food stores.

Reading a notice from a notice board. Students answer questions requiring specific information from a notice.

Using the Yellow Pages:

- finding the telephone numbers of rental agencies and apartment buildings;
- calling to state a need and for information: "I'm looking for a two bedroom apartment.";
- setting up an appointment: "May I come to see it?"

Students will role play the above.

Reading rental ads in the newspaper:

- identifying the classified section;
- finding the rental ads for housing;
- learning the meaning of terms and vocabulary used;
- learning the meaning of the abbreviations.

Students will answer questions about the ads, both orally and written:

- locate streets from an ad, on the city map, using the index.

Phoning a superintendent or landlady/lord for information:

- state purpose for calling;
- ask questions for information; listen and write down information;
- set up an appointment to go and see the apartment.

Students role play the telephone dialogue.

Inspection of an apartment:

- discussion of pictures and floor plans of apartments, determining what they should look for in an apartment;
- answering questions about the pictures: Is there parking space?
- questions to ask the landlady/lord - written and oral dialogues;
- role play meeting the landlord/lady and asking questions about the apartment;
- discussion of personal experiences in looking for housing;
- read and discuss dialogues in No Hot Water, pages 62 and 68;
- field trip to a vacant apartment to go through an inspection.

Rental Agreement - Lease:

- Read over and discuss legal implications, tenants' rights, landlord's rights;
- True/False questions on the contents;
- discussion of own leases and conditions.

Evaluation:

1. Continuous evaluation of students' performance in all aspects of communication throughout the unit.
2. Written exercise:
Finding information from a rental advertisement in answer to questions.
Written assignment:
Writing an ad for their ideal apartment.
3. Oral assignments:
Dialogues of telephone conversations;
Role play of inspecting an apartment.

Resources

City maps of Toronto.
Pictures of different types of rental accommodation - interior and exterior (source: rental offices and magazines).
Sample floor plans of apartments (source: rental offices).
Copies of notices from notice boards.
Daily newspapers - classified advertisements from local newspapers.
Copies of the Yellow Pages.
Copies of Offer to Lease forms and Standard Lease (source: rental offices, stationery stores, law offices).
Walk around the neighbourhood looking for

vacancy signs and for notice boards.
Field trip to a vacant apartment for a practice inspection.
Copy of the Landlord and Tenant Act.
English For Adult Competency - Book 1
Autumn Keltner, Leann Howard, Frances Lee. Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1981. Chapter on Housing, pages 83-102.
No Hot Water Tonight
Jean Bodman and Michael Lanzano. Collier Macmillan International. New York, N.Y., 1975.

Donna Miller, Volunteer Teacher
Scarborough Language Project.

LISTENING

Banking: Transferring Information to a Chart

This is the transcript of the information for the teacher. It may be read aloud, or taped and played back to the students. It is followed by a sample of the type of chart the student would receive and complete.

"I bank with the Canadian Imperial Bank of Commerce. My Account Number is 864. On October 6, 1983, my balance was \$2,300.00. On October 29, 1983, I received interest

totalling \$75.00. Then my balance was \$2375.00. On November 1, 1983, I made a withdrawal of \$125.00 to buy some winter jackets for my children. Then my balance was \$2,250.00. On December 3, 1983, I received my pay and deposited \$400.00 in my account. Then my balance was \$2,650.00. On January 19, 1984, I deposited \$200.00. What was my balance on January 19th?"

Sheila Applebaum, Instructor,
North York Course

Sample Chart for Banking Information

| Bank:_____ Account No:_____ | | | |
|-----------------------------|------------|---------|---------|
| Date | Withdrawal | Deposit | Balance |
| Oct. 6, 1983 | | | |
| Oct. 29, 1983 | | | |
| Nov. 1, 1983 | | | |
| Dec. 3, 1983 | | | |
| Jan. 19, 1984 | | | |

READING AND WRITING

BANKING

Level

Advanced basic - low intermediate adults.

Objective

Function: to learn how to fill out a bank deposit slip.

Language skills involved:

- a) initially reading and writing;
- b) follow-up focuses on listening and speaking.

Structures:

- a) questions involving How much? How many?
questions involving What is the total?
possible if-conditional clauses.
- b) in follow-up:
 - interrogative) generally.
 - assertive)

Materials

White Bristol board - sample of deposit slip.

Blue and yellow bristol board segments -
attached by velcro to main board.

Real samples of bank deposit slips.

Masking tape.

Sample cheques.

Some cash (optional).

Technique

1. Attach appropriate sections to main board.
2. Discuss each section in turn (i.e., what it says and means) as you remove from board (Note: use cash and cheques to explain meanings).
3. Mix up sections on desk; ask them to come and find one of the sections and put it into correct place.
4. When this can be done readily, replace name titles with sample items.

Example:

| | | |
|------------------|------------|----------|
| Date: Jan. 16/84 | Cash | \$ 17.63 |
| Acct. No. 85054 | Cheques or | 129.05 |
| | Coupons | 54.67 |

Credit Account of: James Wen

| | | |
|-----------------------|-----------|--------|
| Initials/Depositor JW | Sub-Total | 201.35 |
|-----------------------|-----------|--------|

| | | |
|----------------------|-----------|-------|
| Signature: James Wen | Less Cash | 50.00 |
|----------------------|-----------|-------|

Net Deposit

5. Place sample sections on desk (also with velcro attachments). Have class members attempt to place correctly on master sheet.
6. Hand out deposit slips to class. Have them fill out slip as per example on board.

Follow-Up

1. Distribute sheet of sample problems (requires reading and writing).
2. Distribute sheets with sample deposit slips (labelled A, B, C). In groups of three, focus on speaking and listening. Students with sheets B and C ask each other questions to attempt to fill in blanks on their respective sheets. Student with sheet A is arbitrator and general assistant. Rotate sheets within group after each example.

Betty Cullingworth, Volunteer ESL Teacher

READING

NEWSPAPER ACTIVITIES

General Activities

Familiarize students with name, cost, sections and appropriate vocabulary, headlines, articles, listings, etc. Look at different styles of reporting. Contrast to radio and TV.

1. Use as sentence strips for sight reading at the basic level or put vocabulary on handouts or blackboard.
2. General index: What page is the weather on?, etc.; vocabulary such as "real estate".
3. Cutting things out; write a list of things to be cut out: one grocery sale item, one ad for a new car, one apartment ad,

etc. Students could write a sentence about each item, e.g.: This Mercedes cost \$20,000. For the lower levels, show several samples first.

4. Dialogue-First Example

Student 1: Did you read about the miracle in the Star?

Student 2: No, what was it?

Student 1: A man received a million dollars, free!

Student 3: No way!

Student 2: I don't believe it.

Dialogue-Second Example

Student 1: Do you have today's Globe?

Student 2: Why do you want it?

Student 1: I'm looking for a job. What section are the jobs in?

Student 2: They're in the classified ads under "employment".

Students, in pairs or small groups, can make up their own dialogue after reading several articles. Dialogues can be written and used later.

5. Word search: Find newspaper words to rhyme with "play"; scramble words, scramble sentences.
6. Select several news stories with photos; cut them apart. Match stories with pictures.
7. Photocopy a news story. Block out five words and print them on the blackboard. Students must determine which words belong in each space.
8. Choose a news story to use for values clarification. Ask the students:
 - a) How does the story make you feel?
 - b) What are the people in the story feeling?
 - c) Why and when have you had similar feelings?

Look at articles in the Sports or Life section. Find articles that contain "emotion words". Underline all the words and groups of words that make you annoyed, sad. Use them in a sentence.

9. Categories in the news: Find pictures of important people, science, animals, happy news, sports, children in the news, fires, accidents, stories, far-away places.
10. Choose an interesting news photo. Write a co-operative story to go with

the pictures. Answer the 5 W's.

Compare with original.

11. Practise paragraph order and reading skills (See: Have You Tried This? which follows this article).
12. Observe and Report: Choose a descriptive picture. Students should all have a copy. Students study the picture for three minutes and answer questions without looking back; e.g., What has just happened? What is the name of the bank? What is the time of day?
13. Prepare summaries of a few articles, one international, one national and one local story. If necessary, simplify the vocabulary and structures to fit the level of your students. Try to include grammar structures you have been practising.
 - Distribute copies for silent and oral readings and discuss new vocabulary, idioms, grammar, etc.
 - Give students the opportunity to discuss the articles and get more background (or fabricate background) on the stories.
 - Have them make predictions about what may happen next, etc. Class can follow the development on a regular basis.
 - Variation: Read the news as a newscaster would, before distributing to the students. They can ask questions of the teacher, for background or more explanation.

Headlines

1. Cut out five news stories that have headlines about the same size. Cut off the headlines. Mix them up. Students put them back together.
2. Cut out several news stories and cut off headlines. Have students write their own headlines for each story. Compare with original.
3. Sometimes headlines are confusing because they must say a lot in a few words. Think of two meanings for each of the following headlines, e.g.
Local Family Gives Up Biting Dog
Girl Vanishes In Evening Dress
Two Suspects Held In Jewel Case
Variation: Stories can be written to these headlines.

Advertisements

Food Ads

1. Name foods and compare prices for reading the advertisements. Which is cheaper? How much are...?
2. Make a collage with labels for beginner level.
3. Use comparative and superlative structures. Ask students to give examples they have heard on TV or radio, or tape similar structures and compare.
4. Give each student or group of students a picture. Then make an ad for the picture. Do examples in class first. When finished, students read the ads and post on the bulletin board. Variation: Make a class advertisement booklet using student ads.

Classified Ads

1. Look at the index. Discuss abbreviations.
2. Rental Accommodations: Discuss vocabulary. Distribute descriptions of people looking for housing:
 - Family with five children; father works as a clerk downtown; immediate housing.
 - University student, single, female, smokes; very little money; will be in Toronto for 3 years.
 - Single father on welfare, two small children.
3. Want ads: For comprehensive questioning. Cut out job ads of things that you would like to do. Write a want-ad you would like to find and apply for. Discuss appropriate dress, behaviour and dialogue for answering an ad, and résumés where possible.

Display Ads - Students

1. Find words commonly used in advertisements; e.g., bargain, save, special. Use these words to:
 - create display ads that sell imaginary articles;
 - compare which stores offer the best bargains;
 - discuss coupons;

- collect ads that claim to help you look better, feel stronger or be more popular. Cut them out and make posters for each claim. Find at least three examples for each type.
2. Discriminate. Is enough information being given? Ask students to collect four in the group that do not give enough information and four that do. How could they be improved? Scramble the sets and see if partner can put them back in the original group.

Comics

1. Cut out the last frame of a comic strip. Students tell what comes next and look at the original to compare.
2. Cut a comic strip apart. Students put pieces back in order to sequence the story. Compare with original. Omit a strip; what is missing?
3. Blank out bubbles in all/some frames and create own dialogue.

Life Section - Students

1. Discuss fashions. Write your favourite recipe.
2. Examine birth announcements. Write one. Write one that applies to your experience or one you would like to have. How many male/female babies were born? Discuss customs of birth announcements in your country.
3. Ann Landers or Dear Abby: Make up several cards with five different Ann Landers or Dear Abby problems on them. Divide class into groups. Each group decides on response to problem and one member of each group records it. Time it so that cards can be interchanged so that all groups have responses for all problems. Groups read responses and compare. Original newspaper responses are then read for final comparison and evaluation. Mix and Match. Separate response from problem. Students must match appropriate responses to problems. Pair students. Both write a problem. The other must respond to it or all problems mixed and each student picks one to answer. No personal problems, please.

4. Entertainment (See: Have You Tried This? which follows.) Can be used for discussion, question and answer (What's playing at the 400 Drive-In?) or task assignments: e.g., You want to go to the movies. You live in the vicinity of Highway 27 north of Highway 7. You enjoy horror movies. Cut out the movies that are playing (categories of movies, i.e. comedy, horror, etc.). Discuss movies in the students' homelands (same/different).

Weather

Find the temperatures for different cities. Play "Who Can Find It First". Compare foreign temperatures with Canadian ones, using appropriate structures.

Bonita Greenbaum
Instructor, North York Course

HAVE YOU TRIED THIS?

Do you need a fresh idea for classroom discussions? How about comparing "tooth fairy" legends? I used a newspaper article for the following exercise with my intermediate class to practise paragraph order and reading skills. It led to students comparing the customs around lost baby teeth in various cultures.

The three paragraphs scattered below are from the same newspaper story. Rearrange them in the order that makes the best sense to you by putting number 1 beside the first paragraph, number 2 beside the second and so on. Then unscramble the title.

in his sole

The doctor who corrected his rare case of genetic misdirection (removed the tooth) wants to keep it as a souvenir. But Doug wants it back, perhaps to put under his pillow -make that in his shoe -for the tooth fairy.

He cures

No wonder 13-year-old Doug Pritchard kept complaining about his aching feet. A tooth was growing in his left foot.

an ache

The tooth, which was full growth and had roots, really took a bite out of the family shoe budget as Doug kept ruining his footwear.

Reread the story to find out what each word below means. Write the meaning on the line provided.

1. rare _____
2. sole _____
3. ruin _____
4. complain _____

Karen Edson, Volunteer
Don Mills Library Program

ESL LITERACY

The following exercises are useful examples for teachers with students at the literacy level in their classes. They are from a literacy workshop given at the Toronto TESL Mini Conference.

Visual Discrimination

1. Put an X on the shape that is different.

E E E E E

2. Put an X on the letter that is different.

p p p P p p

3. Circle the letter that is the same.

L T I E L H

4. Circle the letters that are the same.

b d b p q b

5. Circle the word that is the same.

man nam ran man nar

The Alphabet

1. Listen and circle the letter the teacher says.

d b n r h

2. Circle the capital and small letter the teacher says.

M n m o p

3. Match the capital and small letters.

A c

B a

C b

4. Listen and write the letters the teacher says.

5. Write the letter that comes before or after.

___ B G ___

6. Write the letters in order.

a ___ c ___ h ___

7. Write the alphabet.

Writing

1. Write.

b _____

2. Read and write the words.

name _____

3. Listen and write the words.

toronto _____

4. Read and write.

telephone ele -- one _____

5. Listen and write the sentences.

___ name Maria.

6. Unscramble.

live Toronto. I in

7. Read and write the sentences.

Joe _____ to _____ at 8 o'clock.

Jean Unda, TESL Toronto
Mini Conference Presentation

ADDRESSING AN ENVELOPE

Objectives

1. To review previously learned vocabulary and structure;
2. To discuss various styles of addressed envelopes brought to class from the students;
3. To provide a format of how to write an address on an envelope, including return address and stamp placement.

Target Group

Adult basic level students.

Materials and Equipment

A large model envelope with flash cards; blank envelopes, for the students to use.

Function

Writing addresses on envelopes, including return addresses.

Structure

They will know such vocabulary as upper left corner, envelope, address, name, city, province, postal code, return, comma, Mr., Mrs., Miss, etc.

What and where questions will be used, e.g., What is your name? Where do you live? Where do you begin your first line? What do you write on the first line? What do you write on the second line?

Procedure

Make a diagram of an envelope on the blackboard. Build up, by questioning, an address on the envelope, including the return address and stamp placement. The importance of a return address may be discussed with the students.

Provide a model envelope for all to see.

Distribute envelopes to the students and have them work in pairs. Students will ask each other their names and addresses and will then write the address on their envelope. Time permitting, the students may want to discuss their envelopes with the rest of the group.

Variations

Learn how to address other kinds of envelopes, e.g., business envelopes; e.g., companies, banks, bills, cheques, air mail envelopes; c/o addresses; Attention on envelopes. Practising various forms of addresses, e.g. block formation, indentation. Give a sheet to the students with different addresses and have them practice writing different kinds of envelopes.

Clara Patterson, Volunteer

IDEA EXCHANGE

IN THE HOUSE

Level

Basic; group size: 2 - 8 students

Materials

A visual diagram of a house on Bristol board and coloured counters. (I used an IKEA catalogue because the room arrangements aren't cluttered but have enough to stimulate discussion.)

Activity

Each member of the class placed a coloured counter in one room. Each was asked, Where are you?, then, What are you doing?

Responses were interesting and ranged from: I'm eating noodles in the kitchen, to: I'm singing in the shower. In pairs, the students then asked questions about others. (Where's ?) (What's he/she doing?) With the visual always in sight, the sentences were easily remembered and the short dialogues practised with enthusiasm. Then we change rooms and activities and later write down interesting sentences or new vocabulary.

CLASS CALENDAR

The first class of each month, each member of the class makes a calendar writing the month, days of the week and dates on a paper marked off in squares. In this way, we review days of the week (including abbreviated forms) and ordinal numbers. We talk about holidays coming up, and compare them to holidays in other countries. We see if anyone has a birthday in the month or if any date is special to that family. (Almost all of us remember the month and day we arrived in Canada.) The class is encouraged to take the calendar home and use it to write their schedule on.

IRREGULAR VERB GAMES

Here are a few activities to practise irregular verbs.

Materials

20 blank playing cards. Write the present tense form of 10 irregular verbs on 10 cards and the past tense form of the same verbs on the other 10 cards.

- Students can match up the cards (1 set for four students) creating sentences to explain the meaning of each verb.
- The past forms are distributed to the students. The teacher or another student keeps the present tense set and makes sentences. Whoever has the past form repeats the sentence using the past form and a past time word (last night, yesterday, two years ago, etc.).
- The cards can be used to play "Fish", a card game where students seek pairs by asking the next player who either

surrenders the card or tells the other to "fish" in the centre pile.

- d) **Concentration:** The cards are placed face down in rows. One student (or the instructor) responds to commands from the students who take turns guessing where matching pairs may be, saying "1st row, 3rd card; 2nd row, 1st card". If they're a match, the student gains a point. If not, the cards are turned back. This reviews both verb forms and ordinal numbers.

Jill D. Bond, Working English Program
Shirley Street School, Toronto

CLASS MAP

Hang a large map of the world on the classroom wall. Put the name of each new student on a card with a string joined to the country that the student comes from.

Carol Borque, North York Course

GOOD READING

Functioning in English

by David Mendelsohn, Rose Laufer and Jura Seskus. Hodder and Stoughton Ltd. in association with Dominie Press, 1984.

Teaching predominantly oral skills? Looking for some dynamic fresh ideas? Here is a text packed with lively, interesting, and pedagogically exemplary materials. Its focus is almost entirely on oral communication. The authors point out in their introductory comments to the student, "This is not a book for practising and doing grammar exercises; it is a book for learning how to say what you want to say."

Nonetheless, the Teacher's Manual includes numerous suggestions for additional activities integrating the oral component with work in the other language skills, especially in writing.

Aptly named, this text is functional in approach, and modular in format. Although some of the content lends itself to a sequential treatment, it offers the teacher flexibility. He or she can use the units in

random order, or select the most appropriate activities from within a unit, according to the needs of a particular class.

Each of the 10 units addresses a function, such as agreeing and disagreeing, or making suggestions. There is so much to recommend that I found it hard to decide what to highlight. I particularly like the idea in Unit 1 of a student-made booklet on *Who We Are, and Where We Come From*. This is a project to which students will be proud to contribute. They will also enjoy it for a long time as a souvenir of their class and fellow students. Unit 5 features *Small Talk*, an area of difficulty for many of our students. It covers what small talk is and how to participate in it. Equally important, it discusses what it is not - in other words, what subjects are taboo and what comments are considered inappropriate in our culture. This unit could be broken down and taught as a series of mini-lessons in an ongoing way.

Other topics suggested by the authors for ongoing treatment are:

My Hometown - spontaneous talks by students (Topics such as *My Favourite Colour* and *My Uncle/Aunt* are listed in the Teacher's Manual.)

The News - students are given the task of presenting a current news item to the class.

These last two activities appear in the final unit, *Developing An Idea*. This is a valuable technique, usually only addressed in writing texts.

The book is unmistakably Canadian. The units on *Getting and Giving Information* and *Directions* are based, in part, on maps of Canada, South-central Ontario, and downtown Toronto. Teachers are also encouraged to adapt the activities to maps of their own locality. The first activity in *Persuading is: A Trip Down Niagara Falls Anyone?* The mode of transport? A barrel, of course.

Regarding use of the text in *Community Classes*, any reservations I have are based on the type of audience it will appeal to. This is cited as young adult and adult. While most of the material is very useful to either group, teachers of

older adults may want to omit the occasional activity, such as the Disco Lesson. They might also want to replace with other examples some of the university-centred items referring to lectures, etc. The original version of six of these units was commissioned by, and prepared for, the School of Continuing Studies, University of Toronto. The material in general tends to be oriented to an educated professional group.

The proficiency level is intermediate, and the text will likely be suited also to the low advanced level of many community classes.

Functioning in English, Student's Book,
\$7.50

Functioning in English, Teacher's Book,
\$4.95

Order From:

Dominie Press Limited
345 Nugget Avenue, Unit 15
Agincourt, Ontario M1S 4J4
(416) 291-5857

Reviewed by Kay Robinson

Read Canada! (Intermediate)

by Michael Sutton and Chris Jones
English Program Development Division
Linguistic Services Directorate
Language Training Program Branch
Public Service Commission of Canada

Teachers in community classes will welcome this brand new edition. With the exception of Kids and Cars, which is of general interest, the content is all Canadian. Topics range from Canadian inventions, fiddleheads and apples to Anne of Green Gables and Terry Fox.

This text uses a skills-based approach to reading; that is, it focuses on the purpose for which the students read, and assists them in developing their abilities to skim (read quickly to get the general idea), scan (find a specific point) and read for basic information. An Intermediate-Plus edition is planned for those working on more advanced skills of reading for thorough comprehension and critical analysis.

The introduction to the text includes Teacher's Notes on how to use the units. An Answer Key is also provided. The first part of each unit is prereading, or previewing, the passage in order to predict the content, and form some ideas about it. These questions help to focus the students' attention before they read the text. Section 2's Comprehension Questions are preceded by a useful table indicating which skills are practised by which questions. By including discussion, writing and role play activities in the final section, the authors broaden the context and give students the opportunity to apply the information in a variety of ways.

This book is published by the same group that produced the long-time favourite Gambits series (listed below). New teachers who are unfamiliar with these aids to conversation will find them an asset to their programs also.

Read Canada (Intermediate)

SC83 99 5000 1063, \$6.25

Gambits 1: Openers

SC83 99 5000 1001, \$2.75

Gambits 2: Links

SC83 99 5000 1002, \$2.75

Gambits 3: Responders, Closers and

Inventory, SC83 99 5000 1003, \$2.75

Telephone Gambits,

SC83 99 5000 1102, \$2.75

Order from:

Canadian Government Publishing Centre
Supply and Services Canada
Ottawa, Canada K1A 0S9

Reviewed by Kay Robinson

PRESCHOOL



ALBERT CAMPBELL C.E.L.P.

- Lynne Timney

We literally turned our room into a "three-ring circus" for a week. The children really enjoyed the integrated activities around this circus theme. I tried to find books, puzzles, games, and toys which reflected this theme - from clown dolls for the eighteen month olds to books for the five year olds. Everyone participated in their own way. We put up a lot of the large, colourful clown posters that Direct Film was giving out free last year.

As you entered the room you had to get a ticket at the ticket booth and we played some brass band music on the record player.

Motor Area - This was divided into three rings by placing our large blocks in a circular pattern. I used pictures from a circus colouring book with labels to describe the performer. The animal trainer had a chair, hula hoops, balls and blocks to teach his stuffed animals some tricks. The bareback rider had a rocking horse to perform on. The daredevil riders had ramps and tunnels to use with their riding toys. The tightrope walker walked along a rope laid on the ground and along a bench with a pole to balance herself/himself. The clowns chose their wardrobe from the dress-up box along with some extra cone-shaped birthday

hats. The ring master wore a red suit, top hat and practised saying "Ladies and Gentlemen" into his microphone. We had a refreshment stand supplied with empty take-out containers and a circus train made from large boxes. Our musical instruments were left out for the marching band.

Creative Area - In the waterplay tub we had our performing sea creatures (plastic water toys). We made our own clown hats and drew clown faces on balloons with marking pens. We made animal masks (paperplates) and small circus trains (small boxes) and berry baskets for cages).

Science Area - We explored the concept of balance and of light/heavy with our scale and a variety of objects. This tied in with our discussions about tightrope walkers and acrobats.

Here are a couple of fingerplays that I found in Ring a Ring O'Roses

This little clown is fat and gay; (Hold up thumb)

This little clown does tricks all day; (Hold up
This little clown is tall and strong; up
finger for each clown)

This little clown is wee and small,
But he can do anything at all! (Clap hands)

While the band is playing, (Children pretend
Back and forth I go to be tightrope
High above the people, walkers and suit
Sitting far below. actions to words)
While the crowd is cheering,
I sway from side to side.
Now my act is over,
Down the pole I slide.

Publications Available in the Resource Centre

77 Bloor St.W., 9th Floor
Toronto

Music In Our Lives
The Early Years

Dorothy T. Macdonald

Leading Young Children to Music
B. Joan E. Haines . Linda L. Gerber

Move, Sing, Listen, Play
Preparing the Young Child For Music

Donna Wood

Before the Basics
Creating conversations with children
Bev Bos

What Do I Do When?
A handbook for parents and other
adults

Juliet V. Allen

Something Happened To Me
Phyllis E. Sweet

The Best Kept Secret
Sexual Abuse of Children

Introduction By
Susan Brownmiller
Florence Rush

The Silent Children
A Parent's Guide to the Prevention of Child
Sexual Abuse

Preface by Lindon Smith, M.D.
Linda Tschirhart Sandford

BOOK REVIEW

Multicultural Early Childhood Education
Keith A. McLeod - Editor

This book contains practical activities of use to anyone working with children in our multicultural society. The outline is divided into units covering the areas; "Me", "Me and My Family", and "Me, My School and My Community". Each unit includes activities which are presented through objectives, materials, methods evaluations, and are followed by annotated bibliographies.

Following this, there are sections covering "Festivals and Celebrations," Multicultural Cooking Activities, and Stories and Storytelling.

- Lorna Stoddart
Vanier P&P Programme

MAKING POPCORN

The children eagerly gathered around the table as I set up my husband's electric popcorn maker and a big wooden bowl. This was a new activity and the children were quite curious. I gave each of them several kernels of corn and discussed how it looked and felt. They watched as I poured kernels of corn into the popcorn maker. Imagine the excitement when the kernels began to pop. Soon the big bowl was full. We stirred in the melted butter and divided the popcorn into small bowls. They enjoyed eating it so much that there was no popcorn left to paste on cardboard sheep forms.

Vocabulary: Popcorn
Kernel
Butter
Pop
Hot
Hard

Wilda Scott
Birchmount Nursery P & P ESL.

A Visitor

One day we had an important visitor in our classroom in Niagara Falls. This visitor walked in very silently, unannounced and strutted around boldly. Round and round, back and forth the visitor walked. One of the children discovered him and we all ran to see.

The visitor was a "spider". What a glorious experience for many days to come!

We watched and watched him walk fast, then faster, slower, stopping, up and down until he disappeared.

Where did he go? Why? Will he come back? Why did he come? What does he look like? How many legs? What size?

Day by day our interest in spiders heightened as we drew spiders, painted spiders, made spiders, dramatized spiders, counted spiders and legs, listened to stories about spiders, made spider webs, large spiders, small spiders, spider songs, spider stories, puppet shows, finger plays, Nursery Rhymes, and games about spiders. Of course some of our research took us to the nearby library.

Daily we watched and waited but our visitor did not return.

Where did he go? We discussed and searched for him in all the possible places to no avail. Finally we constructed a spider village -using a very large cardboard carton, we drew spiders and webs all around some big, some little, some black, some brown, some technicolour. Now we were able to visit with many spiders at our leisure with no absolute chance of getting spider bites.

Science

- habits
- appearance
- food

Stories

- from Library
- Spider's Web

Field Trip

- to Library
- where we had
- film on spiders
- and found story-books

Sensory Games

- same/different
- big, bigger, biggest
- small, smaller, smallest
- opposites
- matching

Manipulative Activity

- playdoh spiders
- cooked spaghetti to make webs and spiders

Creative Moment

- spiders movement
- caught in web
- making web
- introduction of music

Songs

- Eency Weency Spider
- made up song to tune of "Are you Sleeping" called "Little Spider"

Nursery Rhyme/Flannel board.

- Little Miss Muffet
- (dramatization)

Snack

- Duals of cheese (cut with oval cookie cutter) with Chinese noodles for legs

Numbers

- counting legs, spiders, webs

Game

Web (London Bridges)

Arts and Crafts

- egg carton section/pipe cleaners
- painting
- pasting - spaghetti
- spider village (carton)
- wool art

Storytelling to Teach Numbers:

To teach the concept of various numbers I use familiar children's stories or make up my own suitable stories and enhance them by using puppets, finger puppets, shadow figures or flannel board pictures

e.g. Bears - 3 hats on bears
- 3 knocks on door
- 3 bowls
- 3 spoons
- 3 chairs
- 3 beds
- 3 pillows, etc.

"Concentration Game"

- (a) various appropriate topics can be used
- (b) draw or cut from magazines the pictures and glue onto large cardboard or construction paper (2 of each picture) randomly
- (c) cover each picture with sturdy squares of cardboard or construction paper
- (d) children take turns uncovering one picture at a time and then recovering to hide it
- (e) if they have been watching carefully and a match has been uncovered that remains exposed

Object of the game: to match the pairs of pictures

Note - these pictures can be reused by cutting out squares and repositioning on another paper.

Matching Game for the Sense of Touch:

- have children identify objects on a table (use definite shaped objects e.g. block, car, ball, bell, etc.)
- the objects are in pairs but placed randomly separate on table
- children are blindfolded and are asked to feel the objects and match two that are the same and identify

Variation: - one child is blindfolded and must try to locate object by touching.

Listening Game:

- tape record sounds or use sound effects record
- (a) - play sound and have children identify sound
- (b) - play 2 sounds that can be related e.g. dog barking - door closing
 - children identify sounds and tell what has happened e.g. dog barking - someone let dog out of house
 - use of pictures or flannel board is useful at this point
- (c) - continue with 3 sounds
- (d) - elicit some description to a sound e.g. dog barking - tell me about dog - big, little, happy, sad, etc.

These steps (a) to (d) may take some time to accomplish depending on ages and language development of children.

Recipe for "Dribble Goo"

1 cup flour
 $\frac{1}{4}$ cup salt
 $\frac{1}{4}$ cup sugar

Mix with enough water to make a thin dribbly consistency. Divide into 4 nozzled plastic bottles (those found in hair colouring) and add different food colouring in each. Shake. Using dark construction paper have children create a masterpiece using one or all colours in one picture. "Dries hard"

Super Fun

Zorine Jonovich
Niagara Falls
Parent and Preschool
Program
Preschool Supervisor



Ontario Ministry
of Citizenship
and Culture

77 Bloor Street West
Toronto, Canada
M7A 2R9

INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

ISSUE NO. 23, SEPTEMBER, 1985

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C160
155



Anna Faye Otty is "retiring" after ten years as preschool supervisor of the Centennial United Church Language project, Toronto Profile on page 2.

*The Ontario Ministry of
Citizenship and Culture*



INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

EDITOR: Anna Furgiuele

PUBLISHED BY THE NEWCOMER SERVICES BRANCH

MINISTER OF CITIZENSHIP AND CULTURE
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9

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PROFILE

Anna Faye Otty

Goodbye to Anna Faye Otty who is retiring after ten years as the preschool supervisor of the Centennial United Church Project, Toronto.

Anna Faye was born in Cookstown, Ontario. When she was eleven years old her parents moved to Toronto where she attended Palmerston Avenue Public School.

She met her husband while attending Central High School of Commerce. She married him in 1942 and moved to Hagersville, Ontario, an RCAF Airbase where her husband was stationed. While living there Anna Faye worked in a doctor's office and taught Sunday school.

After the war she and her husband moved back to Toronto and bought a house in which she still lives in Willowdale. She became active in the ladies auxiliary of her church where she continued to teach Sunday school.

In 1952 Anna Faye and her husband received a wonderful gift, a gift that brought them untold joy and happiness, their son David.

The following years were busy ones for Anna Faye. She was approached by a friend to volunteer in a nursery school at one of the local churches. Anna Faye said that she was reluctant at first but finally agreed. In the beginning she played the piano for the children's music circle then gradually became involved in the other activities of the program. She soon realized that, if she was to continue working in the program, it would be more beneficial to enroll in an ECE course. Well, she enrolled, she graduated, became certified and, in 1957, she opened her own nursery school in her home. The school flourished and outgrew the premises, so she moved it to the Lansing United Church. In 1973, after sixteen years, Anna Faye sold it.

She became the preschool supervisor at the Bloor-Bathurst Language Project in Toronto in the fall of '73 and later, in 1975, she additionally undertook the preschool supervisor's position at Centennial. She left the Bloor-Bathurst program to supervise the preschool at Eastminster for three years. She enrolled in and successfully completed the 1975/76 teacher training course sponsored by the then Ministry of Culture and Recreation. She was a member of the planning committee for the Preschool ESL Conference in 1982 and 1983.

Anna Faye said that she felt very fortunate that she had had the opportunity and privilege of working with newcomer children and their parents. She said that she was also fortunate to have such dedicated, loyal and enthusiastic volunteers assisting her.

Her plans for the future are to continue being active in her church, volunteering in the children's section of the North York General Hospital and travelling to far away places with her husband.

We will miss you, Anna Faye.

Best wishes from your colleagues and friends at the Newcomer Services Branch to you and your husband for many happy and rewarding years together.

Muriel Schwartz
Preschool Consultant

ANNOUNCEMENTS - PROFESSIONAL DEVELOPMENT

•TESL 85

November 21-24 is the date of this year's combined TESL Canada and TESL Ontario annual conference at l'Hotel and the Metropolitan Toronto Convention Centre in Toronto. The fees are as follows:

| | |
|----------------------|----------|
| Pre-Registration | \$ 60.00 |
| On-Site Registration | \$ 70.00 |
| Volunteers, Students | \$ 40.00 |
| Presenters | \$ 40.00 |
| Thursday Symposia | \$ 30.00 |
| Saturday only fee | \$ 40.00 |

For further information contact Beth Alaksa at the TESL office, (416) 593-4243.

• Professional Development Day Toronto Board of Education Friday, March 28, 1986. O.I.S.E., 8:30 a.m. - 3:30 p.m. For further information contact the ESL office at the Toronto Board at 591-8288.

• TESL TORONTO Mini Conference
Saturday, October 19th
9:00 a.m. - 2:00 p.m.
MacDonald Block - Toronto
Registration: \$3.00 for TESL members
\$5.00 for non-TESL members

• TESL OTTAWA Mini Conference
Saturday, October 19th

• PRESCHOOL ESL Conference
Saturday, October 5th
Call Muriel Schwartz, 965-1192, for further information.

ADULT E.S.L.

SELF-OBSERVATION CHECKLIST FOR ESL TEACHERS

Thoughtfully consider each statement. Rate yourself in the following way:

3 - Excellent 2 - Good 1 - Needs improvement 0 - Not applicable

Write your rating in the blanks provided. When you have finished, give overall consideration to the various areas.

I. Learning Environment

A. Relationship to students

- _____ 1. I establish good eye contact with my class. I do not talk over their heads, to the blackboard or to just one individual.
- _____ 2. If I tend to teach predominantly to one area of the classroom, I am aware of this. I make a conscious effort at all times to pay attention to all students equally.
- _____ 3. I divide my students into small groups in an organized and principled manner. I recognize that these groups differ in size and composition, varying with the objective of the group activity.

B. The Classroom

- _____ 1. I arrange the seating in my class to suit the class activity for the day.
- _____ 2. I consider the physical comfort of the room such as heat and light.
- _____ 3. When I need special materials or equipment, I have them set up before the class begins.

C. The Presentation

- _____ 1. My handwriting on the blackboard and charts is legible and visible from all locations in the classroom. It is large enough to accommodate students with vision impairments.
- _____ 2. I speak loudly enough to be heard in all parts of the classroom and I enunciate clearly.
- _____ 3. I vary the exercises in class, alternating rapid and slow paced activities to keep up maximum interest level in the class.
- _____ 4. I am prepared to give a variety of explanations, models or descriptions, understanding that one explanation may not be sufficient for all students.
- _____ 5. I help the students form working principles and generalizations.
- _____ 6. Students use new skills or concepts long enough so that they are retained and thus future application is possible.
- _____ 7. I plan for "thinking time" time for my students so that they can organize their thoughts and plan what they are going to say or do.

D. Culture and Adjustment

- _____ 1. I am aware that cultural differences affect the learning situation.
- _____ 2. I keep the cultural background(s) of my students in mind when planning daily activities and am aware of culture misunderstandings which might arise from the activities I choose.

II. The Individuals

A. Physical Health

- _____ 1. I know which students have visual or aural impairments, and have seated them as close to my usual teaching position as possible.
- _____ 2. I am aware that a student's attention span varies from day to day depending on mental and physical health and outside distractions. I pace my class activities to accommodate the strengths. I don't continue with an activity which may exhaust or bore them.
- _____ 3. I begin my class with a simple activity to wake the students up and get them working together.

-
- _____ 4. I am sensitive to individual students who have bad days. I don't press a student who is incapable of performing at the usual level.
 - _____ 5. I try to challenge students who are at their best.
 - _____ 6. If I am having a bad day and feel it might affect my normal teaching style, I let my students know so there is no misunderstanding about my feelings for them.

B. Self-concepts

- _____ 1. I treat my students with the same respect that I expect them to show me.
- _____ 2. I plan "one-centered" activities which give all students an opportunity at some point to feel important and accepted.
- _____ 3. I like to teach and have a good time teaching - on most days.

C. Aptitude and Perception

- _____ 1. I am aware that my students learn differently. Some students are visual-receptive, some are motor-receptive, and others are audio-receptive.
- _____ 2. My exercises are varied, some are visual, aural, oral and kinesthetic. I provide models, examples and experiences to maximize learning in each of these areas.
- _____ 3. I know basic concepts in the memory process. When applicable, I make use of techniques such as backward buildup and association to aid students in rapid skill acquisition.

D. Reinforcement

- _____ 1. I tell students when they have done well, but I don't let praise become mechanical.
- _____ 2. I finish my class period in a way which will review the new concepts presented during the class period. My students can immediately evaluate their understanding of those concepts.
- _____ 3. My tests are well-planned and produced.
- _____ 4. I make my system of grading clear to my students so that there are no misunderstandings of expectations.

E. Development

- _____ 1. I keep up to date on new techniques in the ESL profession by attending conferences and workshops and by reading pertinent professional articles and books.
- _____ 2. I realize that there is no one right way to present any lesson. I try new ideas where and when they seem appropriate.
- _____ 3. I observe other ESL teachers so that I can get other ideas and compare them to my own teaching style. I want to have several ideas for teaching any one concept.

III. The Activity

A. Interaction

- _____ 1. I minimize my role in conducting the activities.
- _____ 2. I organize the activities so they are suitable for real interaction among the students.
- _____ 3. The activities maximize student involvement
- _____ 4. The activities promote spontaneity or experimentation on the part of the learner.
- _____ 5. The activities generally transfer attention away from "self" and outward toward a "task".
- _____ 6. The activities are organized to insure a high success rate, leaving enough room for error to make the activity challenging.
- _____ 7. I am not overly concerned with error correction. I concentrate on what my students are saying (content).

B. Language

- _____ 1. The activity is focused.
- _____ 2. The content of the skill presented will be easily transferrable for use outside the class.
- _____ 3. The activity is geared to the proficiency level of my class or slightly beyond.
- _____ 4. The content of the activity is not too sophisticated for my students.
- _____ 5. I make the content of the activity relevant and meaningful to my students' world.

About the authors: Mary Ann Christison is the director of the ESL Program at Snow College, Ephraim, Utah 84627, and Sharon Bassano teaches at the Santa Cruz Adult School, Santa Cruz, California 95062. They frequently co-present at TESOL conventions and have also co-authored several teacher resource/reference books published by Alemany Press.

From TESOL Vol. XIII No. 4, August, 1984.

FROM CONTROLLED TO FREE DIALOGUES

Target program Beginners, P & P program
20/30 minutes
15 students

Topic: Dialogue

Aims: Rationale - To introduce a controlled and meaningful dialogue to the group, where the topic is about a student being absent from class that day due to illness. To encourage abbreviations when speaking.

Functional - To request information
competence - To give information

Structural - Simple present tense,
guidelines 3rd person singular
- Question, "where"?

Materials: Blackboard

Presentation:

1. Teacher introduces this dialogue early in the year when she notices that a student is absent due to illness. Teacher models the dialogue 3 or 4 times using the blackboard for visual effect.

***Oral:** A - "Where's Luli?"
 B - "She's home. She's sick."
 C - "Oh. What's the matter?"
 D - "She has the flu."

2. Choral repetition.

Activity:

3. Teacher takes the part of "A". Whole class takes the part, "B". Vice versa.
4. Teachers plays "A". One student responds, then others individually alternating the roles.
5. Students pair off, to practise the roles.

Substitutions:

- use a different feminine name
- use a masculine name, with change of pronoun
- use a different illness
- add appropriate comment (ie. new line)

Include flash cards - reading exercises; line sequence, strip sentences; fill in the blanks.

HOW TO MOVE FROM CONTROLLED TO FREE DIALOGUES*

1. Compose a dialogue with your students. Relate the dialogue to the student's own age, interests.
2. Add a line to an existing dialogue:
St. 1: Let's go to a movie.
St. 2: When?
St. 1: Tonight.
St. 2: _____
3. Vary the responses:
St. 1: Can you tell me where the _____ is?
St. 2: It's on the _____
4. The dehydrated dialogue:
St. 1: want/go/movies/tonight?
St. 2: yes/be/good/idea
St. 1: come/house/7:30
St. 2: see/you/then
5. Omit the second and fourth lines and have the students provide appropriate responses:
St. 1: I went to the movies last night.
St. 2: _____
St. 1: "Jaws"
St. 2: _____
St. 1: I was so scared I couldn't sleep.
St. 2: _____
6. Write a dialogue from a short narration:
You arrange to go skating with a friend.
You have to hurry, because you have to be home before supper.

Pauline Bergia '84

* adapted from Louise Seidl, McGraw Hill

PARTICIPATE: A Preparation Course for Canadian Citizenship

(Second Pilot Version, 1983)

Errata and Changes in Information Since 1983

- p. 2 - Please note that there are now two editions of The Canadian Citizen. The new (1984) version has been correlated to Participate in a special paper called "Add to Participate". Please check that paper to relate the new version to references to the old cited in Participate. The paper is available from the Newcomer Services Branch.
- p. 4 - Newcomer News, July 1982 edition is now changed to Newcomer News, Citizenship edition. Please ask for additional copies by that name. This edition is also the one referred to on pages 32, 37, 38 and 41 of Participate.
- p. 6 - Copies of Newcomer News, Citizenship edition, are now available from:

NEWCOMER NEWS
Newcomer Services Branch
Ministry of Citizenship and Culture
5th Floor
77 Bloor Street West
Toronto, Ontario M7A 2R9

Telephone: (416) 965-2285

- p. 6 - A new version of Participate will not be available until 1986.
- pp. 84/5 - Note that British subjects may still vote in Municipal elections. In provincial elections, however, legislation will take effect on July 1, 1986, allowing only Canadian citizens to vote. This applies to the province of Ontario. The law may be different in other provinces.
- p. 149, question 8 - add Lake Superior. Add this also to the question card on the gold paper (appendix G, Unit 4: Geography)

p. 157-159: Additional Resources

Citizenship Resources for ESL Teachers is now out of print. Some of the information in it will be included in a new edition of Citizenship Education with Newcomers, available in the fall of 1985.

Newcomers News is now distributed from 77 Bloor Street, address above. It is published twice monthly from October to May. The history of Ontario articles have now been published in magazine form with student exercises, as Ontario's Story. Class sets may be ordered from the Newcomer Services Branch.

Multicultural Information has been updated to December, 1983, with a next updating scheduled for Winter, 1985.

Chinese Canadian History/Community/Family is also available by telephoning (416) 598-2022 (Chinese Interpreter & Information Services).

Themes for Learning and Teaching, correct address is 91 Bellevue Avenue, Toronto M5T 2N8. You may telephone St. Stephen's Community House at (614) 925-2103 and ask for Brenda or Norm. There is a charge for this material.

Law Skills for Life Skills may be obtained by telephoning (416) 530-1800, Community Legal Education Ontario. They also have a new publication, Survival Law for Women for use in groups of 10-15 students, discussing issues relevant to women, adequate for ESL classroom use.

Making Changes is available from the Cross Cultural Communication Centre at a different address.

Cross Cultural Communication Centre
965 Bloor Street West
Toronto, Ontario M6H 1L7

Telephone: (416) 530-4117

Student's book is \$7.00 and Teacher's Guide is \$8.00

CONTACT is available on the 9th floor Resource Centre of the Ministry of Citizenship and Culture (at 77 Bloor Street West, Toronto). Ontario residents may borrow it by coming to the Resource Centre between 10 a.m. and 4 p.m. any working day; by telephoning (416) 965-6763; or by writing to the Resource Centre, 9th Floor, 77 Bloor Street West, Toronto, Ontario M7A 2R9. The call number for CONTACT is 22 Lo.

Newcomer Services Branch
Ministry of Citizenship and Culture
August, 1985

ADD TO PARTICIPATE: A Preparation Course for Canadian Citizenship
(Second Pilot Version, 1983)

References in Participate apply to The Canadian Citizen, 1977 version, which is given by the Citizenship Registration Department of the Secretary of State to all applicants for Canadian citizenship.

Here is information you will need to use Participate with the new 1984 version of The Canadian Citizen.

The 1977 version has a map of Canada with photos on the cover. The 1984 version has a map of Canada with sketches of people and flags on the front cover.

The 1977 version was included as part of the Participate package. Check to see which version your students have been given. Page 5 of Participate tells you where you can get the revised version.

The changes are as follows:

| <u>Information About</u> | <u>In</u> | <u>In the Canadian Citizen</u> | |
|--|--------------------------------|---|--|
| | <u>Participate</u> page no. | 1977 version | 1984 version |
| <u>The Canadian Citizen</u> | 4 | Check to see which version your students have | |
| Responsibilities and Privileges | 16 | 4 & 5 | 4 & 5 Notice that in the 1984 version the list is simplified and that the Charter of Rights is included |
| Application Form | 19 | In the new application form there are no boxes for M & F. The rest is somewhat changed in form, but the information required is the same. | |
| Current Names of Political Leaders | 86 | 15 | 23 |
| How to Participate in Canadian Elections | 88 | 13 | 13 The new edition has ten steps rather than eight |

| <u>Information About</u> | <u>In</u> | <u>In the Canadian Citizen</u> | |
|--|--------------------------------|--------------------------------|---|
| | <u>Participate</u> page no. | 1977 version | 1984 version |
| Vote in Your District | 89 | 7 | 15 (new title) |
| Each Level of Government Has Its Own Representatives | 90 | 6 | 9 (simplified) |
| Responsibilities of Each Level of Government | 92 (worksheet #4) | 6 | 9 |
| Canada's Form of Government | 94 & 95 (worksheet #5) | 6 | 7, 16, 17 |
| Political Parties | 96 (and worksheet #6, p. 98) | 7 | 10 |
| Opposition Parties | 97 (and worksheet #8, p. 100) | 8 | 17 |
| Relation of Electoral Districts to Parliament | 97 | 9 (Diagram) | No. diagram. Information on p. 8, 15, 16, 17 may help |
| Most Politicians Belong To Political Parties | 98 | 7 | 10 |
| Power of the Party (Chart #3) | 98 | 8 | 16 & 17 |
| Opposition Parties | 100 | 8 | 17 |

| <u>Information About</u> | <u>In</u> | <u>In the Canadian Citizen</u> | |
|---|--------------------------------|--------------------------------|--|
| | <u>Participate</u> page no. | 1977 version | 1984 version |
| Diagram of Relation of Electoral Districts to Parliament (Provincial Governments) | 100 | 9 | Not included. Information on p. 17 may help. |
| How Laws are Passed | 104 | 10 | 19 |
| How Laws are Passed | 105 (Work-sheet #10) | 10 | 19 |
| How Laws are Passed (Diagram) | 105 | 11 | 18 (note, Senate is described on p.8) |
| Self-Assessment, Names of Leaders and Political Parties | 111 | 14 | 23 |

Newcomer Services Branch
Ministry of Citizenship and Culture
July, 1985

PICTURES IN THE ESL CLASSROOM

A good picture should be clear; have good colour; show everyday situations that students can related to and be mounted or laminated.

Sources of pictures

- magazines
 - newspapers
 - children's colouring books
 - record albums
 - catalogues
 - travel brochures
 - libraries
 - posters
 - St. John's Ambulance First Aid Book
 - Handyman's manual
 - cookbooks
 - community signs and directions
1. 20 questions - one person is given a picture. Other students must guess the object in the picture by asking yes/no questions. This will help develop the questioning technique.
 2. Students see a variety of pictures. They must find the opposite from another group of pictures provided or have them find opposites from magazines.
 3. Teacher uses large pictures with the entire class, to a) develop structures which may complement a particular theme being used. e.g. what's he/she doing? b) vocabulary development.
 4. Use a tape recorder to tape descriptions of a series of pictures. Students must match the picture with the description.
 5. Two students sit facing each other. Give one a simple picture. The student holding the picture (without showing it to the other) describes it. The other must draw the picture.
 6. Two students look at a picture of two people involved in some activity. Each assumes the character of one of the people. They imagine the situation, write a dialogue, then play it in front of the group.

7. A set of two pictures that are identical can be used. Omit certain items (using correction liquid). Student pairs then have pictures that are similar but not alike exactly. One student describes the picture and the task is to discover how many differences there are between the picture. Students do not look at each other's picture.
8. Collage - Each pair of students either agree upon or are given an abstract theme for a collage, i.e. happiness, life, love, etc. and collect magazine pictures which depict the message of their theme. Next the students look for or write out nouns, verbs, adjectives, etc. related to the theme, e.g. "wonderful", "enjoy", "miracle". They are added to the collage. - For more advanced students, a short narrative or dialogue based on their collage can be written and presented to the entire class.
9. Cut out pictures from magazines, newspapers, advertisements, the National Geographic or Readers Digest, Time/Life. Make books, preferably loose-leaf on themes such as "Round the House"; Holidays, Festivals. Pictures illustrating verbs or special relations can also be grouped.
10. Distribute pictures to pairs of students. One student is given two or three minutes to memorize the contents of the picture. At the end of the allotted time, the other pair takes the picture and hides it from the view of the first. She then asks questions using the simple past or present continuous (any form) about the contents of the picture. i.e. Where was the coat? What was the girl eating? When completed, the questioner takes and memorizes another picture and the procedure is reversed.
11. Picture that tells a story - (i) give one picture to each student and they all have a turn telling the story on their particular picture. (ii) Sequencing - Putting pictures in order. Each student describes what he/she sees. Each gets a chance to verbalize. Visual confirmation

at the end. Whose is first? Small groupings. (iii) Put pictures on student's desk. One will put the pictures in order while his/her pair instructs on what to do without using any hands! The listening student sequences the pictures according to the instructions. (iv) Add a picture that doesn't fit. (v) Withhold a picture - What's in the missing picture? (vi) Withhold the last picture and the students must write a new ending to the story. (vii) Make up dialogues to the pictures. (viii) Tape a dialogue and create a transcript that can be used for reading, cloze and phonetic exercises.

12. (i) Magazine pictures can be used with flashcards. If sentences are used, the students may choose from a group of cards, the sentences which answer a given question or which depict the picture. (ii) Match sentences with the picture.
13. Laminate pictures of people. Draw big bubbles coming from their mouths. Students write captions with washable marker (wipes clean with damp tissue for later re-use) - Teacher writes captions for specific structures.
14. Predictions - Make predictions about the kinds of articles that would be found in the variety of magazines available e.g. Vogue, Ladies Home Journal, Life, National Geographic - Make a chart marking similarities and differences.
15. Block Parents signs, traffic signs, community flyers and posters help students relate to the community.
16. Collect pictures of street scenes which depict items visible on a street. e.g. parking meter, buildings, etc. Take a trip around the block and find pictures from magazines of some of the items seen.

Bonita Greenbaum '83
North York Board of Education

WORKSHOP REPORT CHINESE CULTURAL AWARENESS

Presentation by Kit-Chin Chan, St. Stephen's Community House, Toronto.

Kit-Chin Chan gave a thought-provoking overview of the Chinese immigrants in Toronto. She warned teachers that the Chinese, though they may have features in common, are very different culturally. Three main groups have immigrated to Toronto in recent years. There are the Chinese from South Vietnam, the Chinese from Mainland China and the Chinese from Hong Kong. Although the majority speak Cantonese, Kit-Chin emphasized that here the similarity ends in many cases.

The young Chinese refugees from South Vietnam are now in a position of supporting parents and siblings who have recently arrived in Canada. Many are still suffering from the trauma of their expulsion from Vietnam while the elderly suffer from cultural shock. The Vietnamese/Chinese, however, are the most traditional of the three Chinese groups and their customs reflect the older Chinese culture.

The mainland Chinese should not be expected to be familiar with the Western perception of Chinese culture. We must remember that they have had little exposure to Chinese traditions in their lifetime. Many are disillusioned here because they expected to achieve affluence in their new country but instead find themselves in dead-end, low-paying jobs.

Those from Hong Kong are in the majority. After the rush of life in Hong Kong, Toronto may seem slow-paced. Many business men are investing in Canada and are retiring here in their 40's and 50's. Some suffer from "Third Class Citizen Syndrome" also known as the "Three Waitings" -- waiting to eat, waiting to sleep and waiting to die. They require a more demanding and sophisticated level of English and they need to know Canadian politics and economics. English classes often have therapeutic and social values for them. The Chinese women some-times are responsible for two house-holds, one here and one in Hong Kong -- they stay with their children who attend school here for part of the year and

"a picture is worth a thousand words"

spend the other part in Hong Kong. This is another factor to be aware of in the English class.

Teachers must be sensitive to these differences in groups. They must also be aware of the Chinese community's self-sufficiency and try to persuade their students to become more actively involved in local community affairs.

A lively discussion followed Kit-Chin's presentation.

Elizabeth Taborek
President
Toronto TESL Affiliate

Employment II: Writing Skills for Newcomers - Algonquin College

Finding a job is not easy for anyone. For the new immigrant struggling with survival English or basic elementary skills in reading, writing and speaking, the task is overwhelming. The purpose of written employment is to equip the prospective employee with the tools and skills for job hunting. Although the course is labelled Written Employment II, oral skills are emphasized along with written assignments. The major part of the curriculum is the creation of the resume that is tailored to the students' background and employment needs. In addition to the resume, is the important business correspondence, namely, the cover letter, application letter and final thank you or acceptance letter.

Preparation for the interview is the high point of the course. Explanation of business etiquette and office courtesy help to put the prospective worker at ease by familiarizing her/him with key phrases and proper instructions for satisfying and successful interviews.

This is a valuable course for graduating students as it can't be assumed that newcomers to Canada will function well in the job market. The commonly known practices for job hunting may be totally foreign in practice as well as in language. Because the students are limited in expression, it is

necessary to ask basic questions about past skills, knowledge and accomplishments so the student can evaluate what s/he actually has to offer employers. After this self evaluation period, the student can use phrases and structures to identify her/his skills. The final test for the curriculum is the actual job quest - the chance to use the material for getting that "first job in Canada".

Annette Buckingham
Algonquin College

BOOK REVIEWS

Images 1 & 2, English for Beginners

by Guenther Zuem,
Addison-WESley Publishing Company, 1985

The ESL class before you consists of 20 students ranging in age from 18 to 60. There are 8 nationalities represented and the level of education varies from illiterate to university graduate. To further complicate the situation, some students are false beginners and others are at the zero level. Sound familiar?

This type of class has been the common denominator of my 10 years of experience as an ESL teacher. And to cope with this situation I have relied heavily on the use of visual aids as a basis for meaningful language acquisition activities.

At the beginning of my teaching career, I searched for the 'perfect' textbook which would satisfy all the needs of my classes. It wasn't long before I realized that such a book was a fantasy, and that the need varied so greatly from class to class that I would always have to draw from a number of resources for my classroom materials. However, I still held out the hope for a book which would be geared to true beginners and provide the visual support which I was scrambling to prepare before every class. Also, I was constantly being asked by students for a text which could be used for self-study. After a long search without success, I made the naive decision to provide a book which incorporated all the elements I had been looking for.

Several year and much stress later, my efforts cumulated in the publication of two ESL textbooks for beginners, Images 1 and 2.

Images 1 is designed for the zero level beginner. Its pace and content assumes that the student has no previous knowledge of English. It extensively uses photos and photo stories to contextualize each lesson and provide the extra-linguistic information which assist comprehension. In addition, it functions as both a classroom and self-study text.

Images 2 consists of 36 lessons with 6 additional Review and Discover lessons. The content of each lesson consists of a dialogue/s or narrative set in a photo story or photo essay which depicts a practical, real life situation. The photo story is followed by a cloze exercise of the previous dialogue or narrative. This exercise can be used in a number of ways: for oral pair work, dictation, writing or any combination of these three. Each lesson also contains a variety of other exercises most of which are designed to provide oral practice as well as writing practice.

The vocabulary builds gradually from lesson to lesson. A thoughtfully considered structural progression is built in, however, the focus is on meaning and function. Material is constantly recycled and reinforced throughout. An answer key permits self-correction.

Images accommodates different learning styles. The photo story format, the cloze exercises and the dialogue exchanges appeal to the experiential learner, whereas the structural progression, gradual building of vocabulary and variety of practice exercises appeal to the analytical learner.

The photo stories provide the basis on which the teacher can extend each lesson and bring in new material for the faster students. Also, the Review and Discover lessons are intended to provide further challenges for the more advanced students.

Every third lesson contains listening exercises designed to develop aural discrimination and comprehension skills. Cassettes are available for these, however, the teacher's book contains the transcripts, permitting the listening exercises to be done without the cassettes.

The teacher's book contains all of the student book, plus the transcripts of the listening exercises and numerous lesson by lesson suggestions for supplementary activities.

Images 2 continues to build on the skills acquired in book 1. It incorporates all the features of book 1, but presents a greater number of communicative exercises and opportunities for extending each lesson. Book 2 presents a wide range of topics, including some basic life skills, and utilizes a spiral approach which deals with previously introduced functions at greater levels of difficulty.

Although **Images 1 & 2** are not the super books which I had once fantasized as a novice teacher, they have many attributes, including two of the most essential attributes of a useful ESL text, flexibility and versatility. The **Images** series can be adapted in whole or part to almost any adult or secondary school ESL program. In addition, the photographs and photo stories are in themselves a visual aid with unlimited applications.

Guenther Zuern
Newcomer Services Branch

Stories About Real People, Part One, Another Land - Another Laugh

Marisa de Franceschi
Marden Publishing, Dominie Press

Stories About Real People is a collection of seventeen humorous, graded stories designed for the beginning to low-intermediate adult reader. The content is Canadian and the humour in the stories stems from common cultural and linguistic misunderstanding universally experienced by anyone confronting a new environment - including refugees, immigrants and even English speaking tourists! The author gently and humorously illustrates cultural differences without being at all offensive or patronizing. Each story is followed by an extensive series of exercises, reinforcing vocabulary, grammar, structures and idioms. The structures covered are consistent with most beginner E.S.L. curricula.

Several special features about this book make it particularly appealing. Firstly, the stories are not overwhelmingly "Canadian" nor are they filled with American or British references either, which greatly facilitates their use in Canadian classrooms. In fact, the story themes are non-topical.

Geographical locations are not named, so that the stories can be read and enjoyed in any country where English is taught.

Another logical feature is the manner in which the stories are graded. As they progress, they become both grammatically more challenging and physically longer. All the present and past tenses have been introduced by the end of Part One.

Vocabulary and topics are functional - the episodes discuss subjects that are relevant to a beginner E.S.L. student - a newcomer.

Stories About Real People answers a very essential need for Canadian reading material at beginner E.S.L. levels. There are many valuable uses for this type of book in the E.S.L. classroom. It would be a particularly stimulating tool for discussion of cultural differences, excellent supplementary material reinforcing previously learned material and entertaining comprehension reading. I feel quite confident that this text will be both welcomed and enjoyed by E.S.L. teachers and students who use it.

Judy Bernstein
Algonquin College

NEW BOOKS

The following are available on loan from the Ministry of Citizenship and Culture Resource Centre:

Everyday Canadian English Dictionary edited by Richard A. Spears, Toronto; Copp Clark Pitman Ltd., 1984.

The Everyday Canadian English Dictionary is an English language dictionary especially designed for students learning English. "Each entry in the dictionary gives spelling, pronunciation, part of speech and meaning. Examples accompany difficult, definitions, function or 'grammar' words, including pronouns, prepositions and contractions, have separate entries. Entry words include basic, everyday English plus school and community 'survival' words.

Grellet, Francoise. **Development Reading Skills.** Cambridge; Cambridge University Press, 1981.

This handbook is intended for teachers and material developers who wish to produce their own material. The chapters contain various types of reading, comprehension exercises such as: how the aim of a text is conveyed, understanding meaning and assessing the text. The exercise types can be adapted for elementary, intermediate or advanced levels.

Johnson, Francis and Johnson, Lois A. **Stick Figure Drawing for Teachers.** Aylesbury, England; Ginn and Company, Ltd.; 1983.

"This book is a manual for language teachers who cannot draw. It provides the basic characterizations and situations which language teachers find most useful and suggests how they may be used to provide inexpensive and easily made visual aid for the classroom."

Littlewood, William. **Communicative Language Teaching.** Cambridge: Cambridge University Press, 1981.

"The book provides an introduction to communicative language teaching. The chapters include discussion on the communicative approach and ways in which communicative activities can help learners convey their meaning and develop listening skills. A bibliography is also included.

Maley, Alan and Moulding, Sandra. **Learning to Listen.** Cambridge: Cambridge University Press, 1981. Accompanying cassette tape.

"**Learning to Listen** is designed to help students improve their understanding of spoken English. The dialogue and tasks first develop a general understanding of the subject of each unit and then focus on detailed comprehension of the language used in the dialogue. Discussion, reading and writing activities accompany the listening tasks. Intended for intermediate and advanced levels."

McDowell, John and Stevens, Sandra. **Basic Listening**. London: Edward Arnold Ltd., 1982. Teacher's book, student's book and cassette tape.

"**Basic Listening** is a collection of short, authentic recordings with graded tasks to develop listening micro-skills* in elementary learners of English as a second or foreign language.

*(micro-recognition, selection, short-term memory, inference.)

Mendelsohn, David; Laufer, Rose; and Seskus, Jura. **Functioning in English**. Hodder and Stoughton Limited in Association with Dominie Press, Ltd., 1984. Teacher's manual and student book.

"**Functioning in English** is a communicatively-based text to be used in teaching spoken English (ESL) to intermediate level, adult and young adult learners. The pedagogic approach is functional/notional, aiming at meeting the communicative needs of the learner. It teaches both the linguistic rules (grammar, phonology, etc.) and the sociolinguistic rules (appropriateness, level of formality, etc.)"

Mellott, Robert S. (Canadian edition). Original by Beatrice Jackson Levin. **Real Life Reading**. Richmond Hill, Ontario: Scholastics-TAB Publications, Ltd., 1980.

This program in functional literacy has chapters on reading signs and labels, following directions, reading and filling in forms, using reference material, reading newspapers and consumer education. It could be used by beginners through intermediate ESL classes.

Mosback, Gerald and Mosback, Vivienne, **Practical Faster Reading**. Cambridge: Cambridge University Press, 1976.

Practical Faster Reading is designed to increase reading speed and improve comprehension in vocabulary, sentence patterns and paragraph structure.

Mrowicki, Linda and Furnborough, Peter. **A New Start: A Functional Course in Basic Spoken English and Survival Literacy**. Exeter, New Hampshire: Heinemann Educational Books, Inc., 1982. Teacher's book, student's book. Literacy workbooks 1 and 2, accompanying cassettes.

This basic literacy course consists of a variety of materials, designed for beginning adult learners. It takes about a dozen characters (most of them foreign learners of English) through everyday situations (introductions, shopping, filling out forms, etc.) concentrating on names, numbers, quantities and instructions. The literacy workbook stresses recognition of shapes, signs and numbers before it gets into the alphabet in the form of circling the correct word and tracing letters (all upper case in the first book). The teacher's book has 25 lessons, taken from material from the student's book, the literacy workbook, and some not in either book but presently orally. It also has detailed notes on the presentation (and underlying methodology) of each lesson, plus transcripts of recorded materials and suggestions for extra activities. The student's materials are well illustrated with precise line drawings that focus on the distinctions being taught with little extraneous material.

Stevick, Earl W. **Teaching and Learning Languages**. Cambridge: Cambridge University Press, 1982.

"In this book, Earl Stevick" develops his argument that learning a language depends on what goes on inside and between the pages in the classroom.

The book is divided into three parts. First, Stevick presents a non-technical account of how teachers and students interact, and of how the mind deals with foreign language data. He then discusses advantages and disadvantages of various techniques he has used. The last chapters provide an introduction to grammar and phonology.

IDEA EXCHANGE

Skill: Speaking

Target Group: Continuing Education (full-day students Level 1)

Objective: To practice using the appropriate responses in Canadian society when asked to lend something.

Review Vocabulary: See Materials.

New patterns: A and B

A: St. 1: "Can I borrow your _____?"

St. 2: "Sure. Here you are."

St. 3: "Thanks."

B: St. 1: "Can I borrow your _____?"

St. 2: "No, I'm sorry."

St. 1: "Thanks anyway."

Materials: Realia (or pictures) collected beforehand by the teacher:

| | | | |
|----------|-------------|------------|--------------|
| pen | newspaper | matches | subway map |
| eraser | car | glasses | old sweater |
| paycheck | scissors | toothbrush | new fur coat |
| medicine | S.I.N. card | book | VISA |

Method: 1) Teacher demonstrates with two puppets.

A: Pup. 1: "Can I borrow your pencil?"

Pup. 2: "Sure. Here you are."

Pup. 3: "Thanks."

B: Pup. 1: "Can I borrow your passport?"

Pup. 2.: "No. I'm sorry."

Pup. 1: "Thanks anyway."

- 2) Class is halved, ½ as Pup. 1, ½ as Pup. 2: choral review of model.
- 3) Students are paired, St. 1 asks, St. 2 answers. All pairs are involved simultaneously to give maximum speaking practice.
- 4) Teacher holds up an object for all pairs to see. The pairs select the appropriate "conversation" from the review patterns. Discuss why or why not response is appropriate.
- 5) The exercise continues until every object shown has been "borrowed" or not.
- 6) Students reverse roles and the exercise is repeated, with the objects held up by the teacher in a different order.

Anne O'Brien, student
ESL Adult Methods Course
York University

Reading and Writing - A Problem for 20% of Population

One in five people in the West End of Toronto is illiterate.

The reasons fluent speaking Canadians cannot read and write well are many: childhood illnesses and school absence, evacuation from city to country during the war in England, coming from a culture based in oral tradition which is a dialect of English and therefore spoken differently (West Indian, for example) that it is written.

One of the things that all these people have in common is a lifetime of hiding "their problem" and feeling inadequate to participate fully in society. Confidence may be even more limited than reading and writing skills. A common question that comes to those of us who work in the literacy program is: "Do you think something is wrong with my brain?"

Diagnosing the lack of adequate reading and writing skills as learning disabilities can mask an eagerness to learn and a quick mind. Special education is not available to any extent for adults and may lead to institutionalization rather than empowerment.

Try to put yourself in their shoes: If you couldn't read a menu, you would have to order what the others were having. If you couldn't tell what was in a 'no-name' can without pictures on it, you couldn't save money by purchasing it.

The St. Christopher House Literacy Program has been working for six years with Parkdale Project Read and St. Stephen's Community House to provide a program for those who can't read and write.

If you know someone who would benefit from literacy classes, tell them about the St. Christopher House Literacy Program. Telephone 366-8993/364-8456.

My Operation

By Linda

My husband was squawking about it for a year.
Now they believe him.
They finally took my gallstones out,
and my gallbladder.
They told my husband he brought me in just in time.

Word Games

All of these words are in Linda's story.
Find the words and put a circle around them.
Some of the words are hidden inside bigger words.

| | | | |
|-----|-----|-----|----|
| my | all | us | on |
| in | an | the | to |
| out | | ear | |

All of these words are in Linda's story. Fill in the missing letters.

| | |
|----------------|--------------|
| fin_ _ _ _ | husb_ _ d |
| g_ _ _ stones | _ _ d |
| g_ _ _ bladder | operati_ _ |
| h_ _ band | gallst_ _ es |
| J_ _ t | galls_ _ nes |
| _ _ ok | _ _ ld |

Thanks to The Writer's Voice
Toronto East End Literacy.

Funding Sources - Wintario

The Ministry of Citizenship and Culture has new funding categories under its Wintario grants program.

Projects can be funded through the Multicultural and Citizenship Section under the following categories: skill training; multiculturalism and citizenship materials; multilingual translations and interpretations; organizational development; events/festivals; resource material/equipment; and internship training.

Non-profit organizations whose primary objectives are to further and foster multicultural education/public awareness or provide exclusively multicultural programs/services to the community are eligible to apply. Information can be obtained from the Regional Services offices of the Ministry of Citizenship and Culture.

Ontario Women's Directorate Grants Program

Grants to assist community-based initiatives that benefit Ontario women are available through the Ontario Women's Directorate.

The Ontario Women's Directorate Grants Program will provide financial assistance for initiatives which enhance the social, economic and judicial status of Ontario women.

Six target areas have been established and projects which address these priorities will be given special consideration. These six priority areas are:

- o Affirmative Action
- o Income Support
- o Employment-related initiatives, especially projects which deal with the effect of new technology on women
- o Child care
- o Family Violence
- o Justice-related initiatives, particularly community education programs on the Charter of Rights and pornography.

In addition, proposals by, or on behalf of, rural women, elderly women, immigrant and visible minority women, and women in the North, are especially encouraged.

Examples of programs already funded through grants from the Ontario Women's Directorate Grants Program include a series of Saturday Math clinics for grades 5-8 girls; a study of alternative work arrangements, including child support systems; a study on the relationship between pornography and wife battering.

All proposals will be considered by a Grants Review Committee of the Ontario Women's Directorate.

Detailed criteria, terms and conditions, and an application form are available from the Program Development Branch, Ontario Women's Directorate, 900 Bay Street, 4th Floor Mowat Block, Toronto, Ontario M7A 1C2, (416) 965-1537.

Resources

Resource book to focus on immigrant women

The Cross Cultural Communications Centre in Toronto is producing a resource book on immigrant women.

The book will be designed for use by people who are working with and for immigrant women in Canada. It will include listings of organizations immigrant woman's organizations and programs across the country.

If you would like to contribute information for the handbook call Tania Das Gupta at 530-4117.

Counsellor's Handbook

A new handbook for lay counsellors entitled "**Working With Assaulted Immigrant Women**" is available from Education---Wife Assault. This organization carries out public education about wife assault.

Call 968-3222, or write to:
Education---Wife Assault,
427 Bloor Street West,
Toronto, Ontario, M5S 1X7.

PRESCHOOL



ARE YOU READY TO SET UP YOUR PRESCHOOL?

All preschool supervisors working in parent and preschool programs were sent a copy of the Guidelines For Setting Up and Operating the Preschool Component of a Newcomer Language/Orientation Classes (NLOC) Program on March 16, 1985.

Please review these guidelines when planning your preschool program for the coming school year.

- o Know your supervisory and instructional duties;
- o Review suggestions for training and supervision of volunteers and working with parents;
- o Ensure that all safety and health standards will be met. Remember safety is your prime concern. If space in your location does not permit the safety and well-being of infants and toddlers, enrolment should be limited to children two to five years;
- o Plan your room setting to allow a full range of activities to occur simultaneously;

- o Ensure that you have enough supplies of:
 - o Preschool Registration - Parent Interview Record forms
 - o Letter to the preschooler's doctor
 - o Welcome to the Language/Orientation Classes letter -- it is available in 21 languages. It outlines requirements and describes your expectations of parents. You should hand this form to every parent who enrolls a child in the program.

If you require assistance in setting up your room, purchasing appropriate equipment, require another copy of the guidelines, or any other area pertaining to the preschool, please do not hesitate to contact me.

Good luck and have a good year!

Muriel Schwartz
Co-ordinator
Preschool Teacher Training
Telephone: (416) 965-1192

IMPORTANT SAFETY REMINDER TO PRESCHOOL STAFF

Guidelines for Setting Up and Operating a Preschool Component of a Newcomer Language/Orientation Classes (NLOC) Program.

Page 13, #3:

The supervisor is responsible for ensuring that children are supervised at all times and that the participating adults (volunteers and parents) are aware of this need for constant supervision. Participating adults should inform the supervisor when they leave and re-enter the room. Similarly, the supervisor should assign someone to supervise the room should s/he have to leave temporarily.

If an accident should occur in the preschool, please document the following information. Sign it and provide copies to staff involved, sponsoring organization, facility management, and the Ministry of Citizenship and Culture.

1. Location, date and approximate time of incident.
2. Name, address, sex and age of child injured.
3. Number of adults in the room or other location in the facility when incident occurred.
4. If the child was out of the room, alone in another part of the facility when the incident occurred, who gave the child permission to leave?
5. When was the child found?
How long was the child alone?
Who found the child?

What was the physical appearance of the child when found?
6. What was done while the child was still in the care of the preschool staff after the incident?
7. Who notified the parent, how, and at what time?
8. At what time did the child enter the care of the parent? What did the parent do?
9. Was a doctor called? Name and address of doctor, if called.
10. Was the child taken to a hospital? Name of hospital and attending physician.
11. What procedures were carried out to determine type/extent of injury? (x-ray, tests, etc.)
12. What were the results of the medical examination?
13. How long was the child hospitalized, if required?
14. Has the child returned to the program? Give date.
15. How has the parent reacted to the preschool staff and volunteers regarding the incident? What did the parent say? What is the parent's plan for the future regarding the incident? Will the child continue in the preschool?
16. Has a detailed report of the incident been submitted to the sponsoring agency, facility management, and the Ministry of Citizenship and Culture?

Please be sure to date and sign document.

PRESCHOOL

The recent discovery of parasites in one of the children attending a NLOC program reinforces the need for parents to provide documentation of the most recent physical examination before a child is eligible to attend the preschool program. A parent must provide evidence confirming a recent physical examination as well as an up-to-date immunization history before a child will be admitted to the program. A child can be enroled but is not eligible to attend unless proper documentation is provided.

This information is given in the 1985/86 Welcome to the Language/Orientation Classes Preschool form and is available in 21 languages. This change requirement has also been incorporated in the "dear doctor" form.

Please call Muriel Schwartz at 965-1192 for copies of these forms.

CHILD ABUSE

If you suspect that a child is being abused, hurt or neglected, get in touch with the public health nurse or the local children's aid society. You are required under the Child Welfare Act to report suspicions of abuse.

The following letter to the editor appeared recently in the London Free Press from Joyce Pollock, Preschool Supervisor of the Crouch Neighbourhood Resource Centre English and orientation program. Joyce is to be commended for taking this initiative.

Nursery Class Conducted with English Program Not Just Babysitter

Sir: In a recent address, David Nathan, principal of the London board of education's school of continuing education, made reference to the fact that English as a second language (ESL) classes for new Canadian provide pre-school nurseries for the children, but classes for illiterate native-born Canadians have no similar provision. While I recognize that such a service would be

advantageous, I think Nathan is over-looking the fact that the prime reason for the pre-school component of the ESL programs is not to provide child care, but to teach English to the children.

It is frequently assumed that children learn a second language naturally on the street and in the playground. Certainly this is sometimes true. However, most immigrant children do not mingle in these areas. It is easier to remain in the security of their own homes or ethnic groups, and avoid the problems and discouragements of playing with others who talk, act, and even dress differently. In the ESL pre-school nursery the motivation to understand and be understood is provided by caring adults who respect their ethnic background and stimulate language development, and by other children who are also struggling with a new language.

A casual observation of the nursery may not provide this evaluation. It is in working in the program that we become aware that the children are absorbing the meaning of "up, down, around, under" as they use the climbing equipment. In the housekeeping corner the conversation of daily life is used as they role play within a make-believe family. The group response in the music circle provides the opportunity to use new words and phrases with neither fear nor embarrassment. The story circle broadens their knowledge, and develops the skill of listening that is so important to anyone learning a second language.

To be successful, such a program requires adequate space, equipment, volunteers, and the supervision of a qualified pre-school educator with additional ESL training. There may be a need for child care in all adult education programs, but the ESL nursery program, funded by the provincial ministry of citizenship and culture, is primarily an educational program to teach English. It does not represent discrimination that favours new Canadians, but is a recognition of their special need.

London

Joyce Pollock
Pre-school nursery supervisor
English and orientation program
Crouch Neighborhood Resource Centre

IDEA EXCHANGE

A good snack for a cold day or even to use in conjunction with St. Patrick's Day is the baked potato.

We chose small potatoes to ensure they would be ready by snack time. The potatoes were washed, the eyes and sprouts examined. We placed the potatoes on a cookie sheet and baked them in the oven. Butter, cheese or sour cream could be used as toppings, but I found most of the children enjoyed their potato plain or with just a pat of butter. Even though many of the children had never eaten a baked potato before they disappeared very quickly and were enjoyed by all.

Maureen Stewart
Pre-school Supervisor
Forest Glade Community Centre-Windsor

SAFETY

Kay Sekine, a volunteer at New Vista Parent and Preschol Program, brought to my attention an excellent book published by the Hospital for Sick Children called "Please Make My World Safe." After reading and discussing the book with the children, each child who could understand the pictures, got "homework" - a book to take home to "read" to Mommy and Daddy. The feedback from the parents was excellent. They were pleased with the children's abilities in explaining the book and one parent said every accident in the book had happened to her children!

I found most of the pictures in this book more relevant to preschoolers than the road safety books. The morning during our Safety theme that I had planned to introduce this book, two children had a dispute over the oven in the doll centre, resulting in one child's fingers being caught in the oven door. When we came to crushed fingers in the books, all the children immediately reacted by either telling or re-enacting what had happened in the doll centre. When reading this to another group of children, one boy's eyes filled with tears as he remembered catching his brother's fingers in their car door.

The greatest surprise for me was the reaction to the arm-pulling picture, and how they all blamed the adult for hurting their arms. We had quite a lesson on "darting off", "walking with Mommy/Daddy", "dragging along" etc., and that they are the ones who sometimes are to blame for hurting their arms. This was one picture about which almost every Mom had an incident to tell - some asked me to redo this lesson every day!

Submitted by:
Helen Heffernan
Pre-school Supervisor

SONG FOR MOTHER'S DAY - TUNE: "FRIEND OH FRIEND"

These verses for Mother's Day were composed by Niki Fisher, a volunteer at Mississauga East (Havenwood) E.S.L. Preschool.

Mom oh Mom How do you do
A necklace I have made for you
Green and Red, Purple and Blue
Smile, be happy, today is for you!

Mom oh Mom How do you do
It's so much fun when I'm with you
You cook my meals, you dress me too
What would I ever do without you!

Mom oh Mom How do you do
All my love I give to you
Lots of hugs, kisses too
Happy Mother's Day to you!

Submitted by:
Helen Heffernan
Pre-school Supervisor

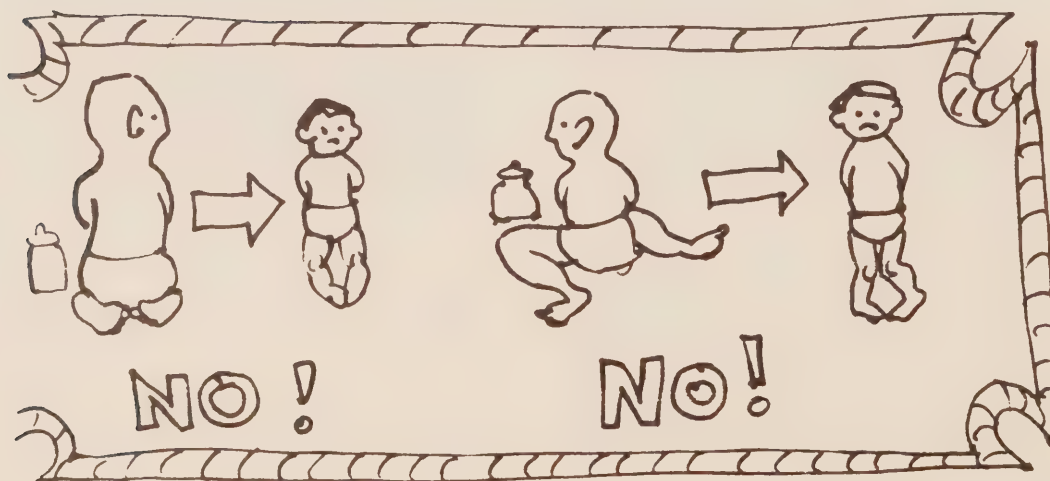
HOW SHOULD I SIT?



YES



YES



Hospital for Sick Children, Toronto, 1980

THEME FOR THE DAY: ANIMALS IN THE WOODS

Have pictures of animals that live in the woods on the wall.

Circle time should include several books which have pictures of animals living in the woods. Name the animals and make the sound that each of them makes.

Then go on a "pretend" hike. The children love to do this. Begin by sitting down in a circle. Then plan a picnic lunch and pretend to make peanut butter sandwiches. Put them in a knap-sack and you are off. Slapping hands on tops of one's legs gives a tramping sound. For running the slapping is done very quickly: slowly when tired etc. At first the teacher must do all the imaging, but soon the children join in. You can row across rivers or swim in ponds. It can end with everyone listening to the sounds and guessing what animal is making the sound (teacher makes sounds).

Craft

Make animals that live in the woods puppets from paper plates. Rabbit, bear, skunk, etc.

A tape which our children have particularly enjoyed is MORTIMER - from Munsch's Favourite Stories.

Submitted by:
Glenda Brown
Oshawa P & P

Procedure:

Select four children at a time for this activity. Provide each child with a cup, a dish of peanut butter and a spreader. Take the same materials yourself in order to demonstrate to the children. Begin by referring to previous discussions about what birds like to eat, how the ground is frozen and they are unable to dig for worms, and why we have to feed the birds to help them to live through the winter. Now proceed with the activity. Tell the children what you are doing - spreading the peanut butter; turning the cup, etc., and have them imitate your actions. Ask the children how the peanut butter looks, feels, smells. Do they like it? What do we need to put on the cup, with the peanut butter, so that the birds will like it? Birdseed! Take the bag of birdseed and let the children watch you pour it onto the tray. Allow them to explore it with their hands. Have each child take his/her peanut butter covered cup and demonstrate how to roll it in the birdseed. Discuss the feel and sound of the seed. Crunchy! Now, where shall we hang our birdfeeders? On our tree. Do you have a tree at home? Ask Mommy or Daddy to help you to hang it on the tree. Have each child hang his/her birdfeeder on the classroom tree.

Activity: Making a Birdfeeder.

Materials: Polystyrene cups with yarn or string threaded through the base. Peanut butter in four small shallow containers. Bag of birdseed and a flat tray on which to pour it. Spreader. "Tree" nearby on which to hang finished birdfeeders. (A tree branch mounted in a tub of stones is very effective.)

Comments:

This activity worked very well with groups of four children. Even the children in my class who are reluctant to participate in "mucky art" enjoyed themselves after a little initial hesitation. I reinforced the vocabulary from this activity in circle later by moving the tree close to our sitting area and asking the

children to tell me about the activity. A good response. When it was time to go home and the mothers arrived, the children were all very anxious to show their parents what they had made. One four-year old assumed the role of this mother's teacher: "This is a birdfeeder" he told her proudly. "What?" she asked, obviously being unfamiliar with the word. "B*I*R*D*F*E*E*D*E*R" he repeated, elongating the word and then, putting his face close to his mother's, in a voice which might have been my own, he asked "Can you say birdfeeder?!"

Helen Moulard
Preschool Supervisor
Sarnia Family YMCA

PINEAPPLE

- Props:** fresh pineapple, knife
- Discuss:** shape, size, colour, leaves, skin
- Vocabulary:**
- large
 - prickly
 - leaves
 - brown
 - yellow
 - hard
 - heavy
 - sweet
 - juicy
 - tart
- Activity:** slice pineapple and serve

BOOK REVIEW

Is art a fifteen minute activity or is it a creative spirit in the programme? For Peggy Davison Jenkins it is the latter, and her book, **Art For the Fun of It**, shows how and why this must be so.

It is the 'why' which is most important for us in our role as communicators. As art (not fine art) educators we encourage creativity throughout the programme, and we focus on the process rather than the product. Now to communicate this to the parents! Jenkins lists fifteen areas of development fostered by art activities. I have changed these into six salvos for worried parents who either have no 'art' to take home (Marco was creating sandcastles all morning) or don't like the art they do have! These might illuminate our broader goals.

- Your child was the only one to choose that design (or colour, etc.). He certainly is an individual. You must feel so proud of such a determined boy!
- Do you know she talked about every thing on her collage? She named almost every object herself! Her English is really improving. I'll bet she'll want to share this with you at home tonight too.
- He really knows how to solve problems. He thought about that for a long time before putting the door there. He's learning how to think in sequence just as he does when he works with numbers.
- It will be easier for her to print letters now that she can coordinate her handmovements in the clay. She really has all her fingers moving in tune.
- He can concentrate for such a long time now! Do you remember when he would go from one area to the next every few minutes? Well, this morning he worked at the easel for almost a quarter of an hour until he felt he'd finished.
- She helped all the others do their hand tracing. She really knows how to share her talents with her friends. What a generous girl.

The 'how' of art education is the provision of stimulus, materials, and time for art to happen. Jenkins advises inspiration rather than conversation and warns, "Be assured that you are saying and doing too much if the art projects come out looking very similar" (page

29). She stresses the importance of centering before beginning to do artwork, a good practice to encourage throughout the programme. True to this philosophy, there is no lengthy list of crafts as in so many 'art' books. There are a few ideas such as creative uses of dictated art. There are also recipes for art materials, lists of basic equipment, and lists of basic media uses. But, thankfully, no variation of the egg carton here (have we put a whole generation off their eggs?).

Many preschool teachers are using art to help their children to grow creatively, aesthetically, socially, emotionally, physically, and intellectually. For them this is the philosophy behind their creativity. For the others it is an inspiration and a complete guidebook. Art is a personal expression that knows no cultural boundaries and, as such, it is our primary tool.

Maureen Cech
Preschool Supervisor
Ottawa West Language Program
Francais Langue Seconde Aux Neo-Canadiens

Publications Available on loan from the
Resource Centre, 77 Bloor Street West, 9th
Floor, Toronto, Ontario M7A 2R9.

- o Group Care and Education of Infants and
Toddlers
Margaret G. Weiser, Ed.D.
- o Nutrition For The Whole Family
Ida C. Jaqua, Pat McClenahon
- o The Dynamic Self
Rebecca Anne Bailey, Elsie Carter
Burton
- o Guidance of Young Children
Marian Marion
- o Child Abuse & Neglect
A Guide of Case Studies For Treating
the Child and Family
Edited by Nancy B. Ebeling
Debrah A. Hill

The 1985/86 Welcome to the
Language/Orientation Classes Preschool form
is available in 21 languages. This form
provides pertinent information for the parents
regarding the preschool program. It should be
given to each parent when they enrol their
child in the program.

The 1985/86 form remains the same as the
1983/84 form other than the second paragraph
which now informs the parents of the need for
their child to have a physical examination and
provide an up-to-date immunization history
before their child will be admitted to the
program. This change has also been
incorporated in the "dear doctor" form.

Please discard all former Welcome to the
Language/Orientation and "dear doctor"
forms. Order the new forms which can be sent
out in advance to parents that you know will
be returning to the program in September.

In order to provide a healthy and safe
environment for the children in your program,
please ensure that this criteria is met.

If you require a specific language that is not
included in the available languages, please call
me collect at (416) 965-1192. I will have the
letter translated into the language(s) you
require.

Muriel Schwartz
Preschool Consultant



Ontario Ministry
of Citizenship
and Culture

Lily Munro, Minister
Bernard Ostry, Deputy Minister

INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

ISSUE NO. 24, FEBRUARY, 1986

CAZON
CIGO
- I55-



The Honourable Lily Munro (right), Minister of Citizenship and Culture, with Ines Negrete (left) and Margarita Garcia (centre) at the opening of the Working Skills Centre in Toronto.



*The Ontario Ministry of
Citizenship and Culture*

A Note From the Editor:

In 1975 the first issue of Interchange was distributed to 66 Parent and Preschool programs in Ontario. Its purpose was to act as an idea and information exchange for the volunteer programs. The number of copies per issue has increased to over 1,500 since 1975! In addition to co-sponsoring boards of education and community colleges, our readership has also expanded to include community-based agencies providing a wide range of services to immigrants.

Over the years, many of the 1,000 volunteers working in the newcomer language/orientation classes (NLOC) programs have consistently contributed interesting articles for Interchange. We hope this flow of fresh ideas keeps coming.

In recent years, we have broadened the content of Interchange. We have included profiles of organizations, as well as

information on their programs and services which might be of interest to others serving immigrants. With this issue we are expanding the mailing list somewhat to include other organizations involved in settlement and integration activities.

We welcome your comments on the content and format of Interchange. Please contribute news on your organization, its activities and its people. Are there resources, events or program ideas you would like to share?

Write to me at: Newcomer Services Branch
Ministry of Citizenship and Culture
77 Bloor Street West
5th Floor
Toronto, Ontario
M7A 2R9
416/965-1192

Anna Furgiuele

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INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

EDITOR

ANNA FURGIEUE

PUBLISHED BY

THE NEWCOMER SERVICES BRANCH
MINISTRY OF CITIZENSHIP AND CULTURE
77 BLOOR STREET WEST, 5TH FLOOR
TORONTO, ONTARIO, M7A 2R9

WORKSHOP ANNOUNCEMENTS/TRAINING



Participants in South East Asian Interpreter Training Course, Toronto

February

"Idea Exchange"

Facilitator: Robin Bennett
Bichford Park School
(Bloor and Christie)
Monday, February 24, 1986
4:00 - 6:00 p.m.

- o course started Friday, October 18, 1985, (9 a.m. - 12 noon).
- o closing session Friday, February 28, 1986.
- o course principal: Monica McClure
Adult Supervisor
Whitby and Oshawa
Parent and Preschool
Programs

April

Toronto Board of Education
Mini-Conference
Saturday, April 5, 1986
For further information contact Language
Study Centre - ESL, Toronto Board of
Education, (416) 591-8288.

Certificate TESL Training Courses

Durham

- o TESL Training Course, co-sponsored by Durham board of Education/Ministry of Citizenship and Culture.
- o approximately 20 participants, mostly volunteers from Whitby and Oshawa parent and preschool programs.

Toronto

1. TESL Training Course for bilingual ESL instructors sponsored by Toronto Board of Education and Ministry of Citizenship and Culture.
 - o approximately 25 participants
 - o course started Tuesday, October 29, 1985 (6-9 p.m.)
 - o closing session Tuesday, February 25, 1986
 - o location City Adult Learning Centre, Toronto.
 - o course principal Julie Reid
Assitant ESL Co-ordinator, Toronto Board of Education
 - o course co-ordinator: Eleanor Adamowsky

2. TESL Training Course for volunteers and paid instructors working in unilingual programs in Toronto, York Scarborough, Peel, Etobicoke and East York.

- o sponsored by Toronto Board of Education and Ministry of Citizenship and Culture
- o approximately 35 participants
- o starting date: Friday, January 31, 1986
- o closing session: Friday, May 2, 1986 (9 a.m. - 12 noon)
- o course principal: Julie Reid
Assistant ESL Co-ordinator, Toronto Board of Education
- o course co-ordinator: Eleanor Adamowsky

WORKING WITH VOLUNTEER BOARDS

The Citizenship Development Branch of the Ministry will again offer a series of facilitator workshops on Working with Volunteer Boards. These workshops will be of interest to board members, senior staff or key volunteers concerned with managing change within their respective organizations.

The workshop will provide opportunities for improving board effectiveness through an orientation to some of the principles and practices of organizational development. For further information contact your local regional services consultant.

| <u>Location</u> | <u>Dates</u> | <u>Contact</u> |
|------------------|-------------------|----------------------------------|
| St. Catharines | Feb. 29, Mar. 1,2 | Sue Morrison 1-416-688-6472 |
| Sault Ste. Marie | Mar. 14, 15, 16 | Paul Sabourin 1-705-759-8652 |
| Kingston | Mar. 21, 22, 23 | Diana Koechlin 1-613-968-3474 |
| Toronto | Apr. 18, 19, 20 | Nancy Biggar 1-416-965-6597 |

SITUATIONAL LEADERSHIP

The Citizenship Development Branch of the Ministry continues to offer the highly acclaimed workshop on Situational Leadership for key staff, board or volunteer members of client organizations.

The 2½ day workshop focuses on a widely accepted concept of leadership in organizations and is designed specifically to offer a practical approach for making the managerial decisions needed to achieve operating results.

For further information contact the Ministry of Citizenship and Culture office nearest you.

| <u>Location</u> | <u>Dates</u> | <u>Contact</u> |
|-----------------|-----------------|---------------------------------|
| Kitchener | Feb. 24, 25, 26 | Pat Duffy 1-519-578-8200 |
| Thunder Bay | Apr. 10, 11, 12 | Ollie Sawchuk 1-807-475-1683 |

"TEACHERS FROM ALL OVER NORTHERN ONTARIO GET TOGETHER FOR A WORKSHOP -- BY TELEPHONE"

In February, 1985, the Newcomer Services Branch offered a workshop by means of teleconferencing to NLOC teachers and volunteers in seven Northern Ontario cities. Loretta Meaker coordinator of a parent and preschool program co-sponsored by the Ministry of Citizenship and Culture and the Peel Board of Education, offered a workshop on "Teaching in the Multi-level Classroom." To help the telephone participants visualize what she was saying, she, with the help of the Peel Board of Education, prepared a video tape in which she introduced the topic, showed how different activities worked with her students in her own classroom, then invited the seven participating groups to try out some activities. Each group then had an opportunity to ask Loretta questions and to share their ideas with the other locations. Participants met in their own cities or towns -- some in Ministry offices, others in school boards or



Loretta Meaker, left, with students at Havenwood School, Mississauga.

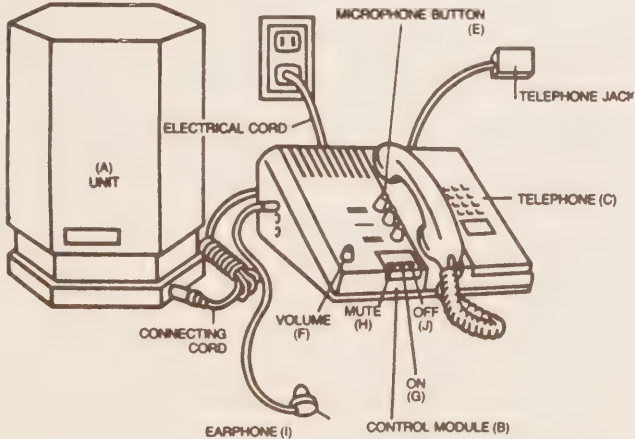
community college buildings, one in a Bell Telephone office, and one even in the basement of the home of the local NLOC coordinator. Eighty people participated in the three-hour workshop.

Using teleconferencing, the Ministry can offer workshops in several locations at once,

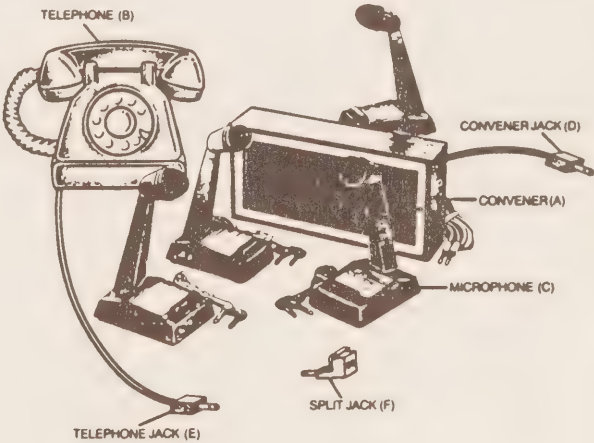
without having to worry about how many people are attending in each location. Each location must have a least three people to allow for local group discussion during the workshop. People as far away as Red Lake and Timmins can meet together and exchange information concerning their own towns. To help the workshop be less "distant", the Ministry prepared both the video (each location asked for a format that fit whatever machine was available -- Beta, VHS, or 3/4 inch cassettes) to send to each local group, and a number of handouts to accompany the video presentation and to be used in the local group discussions.

In January 1986, the NLOC committee in Thunder Bay presented a second demonstration teleconferencing workshop. This one was different from the first, in that it was offered twice (seven locations was too many for the three hours); it lasted two and a half hours rather than three; and the participants were on the actual telephones for only the last part

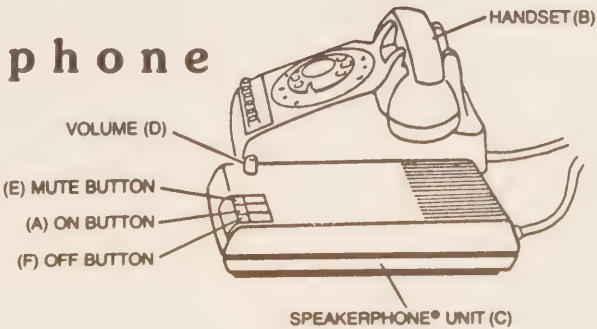
Conference 2000



Darome Convener



Speakerphone





Participants in ESL Computer Class, Dixon Hall, Toronto. Program co-sponsored by Working Women Centre, Toronto.

of the workshop. Rita Vidlak of the Thunder Bay Multicultural Association, the Immigrant Information Centre, and Michelle Stevens of the Lakehead Board of Education worked with a committee of teachers to prepare this teleconferencing workshop on the topic of "shopping". Besides the differences in format, the committee tried to liven up the presentation by starting the videotape with a short overview of Thunder Bay, the NLOC program there, and the preschool. Other Northern locations were invited to "sign up" for the workshop on the day and time that suited them best: Wednesday afternoon or Friday morning.

Teleconferencing is different from a regular conference call in that several people can speak from each location. They may use a hands-free telephone, the Darome microphones, or a speaker box called the Conference 2000. With the speaker box, there can be as many as fifteen or twenty people taking part at each location. Because the

participants in the different locations cannot see each other, and therefore lack the usual body language that indicates to the workshop leader if they are interested or disagreeing or falling asleep, the participants must communicate their feelings through language. Everyone must identify her or himself by name and location when speaking; and two people cannot speak at once. Because everyone is straining to follow the conversation and capture the ideas of someone they cannot see, the participants may get quite tired. But it is really exhilarating and even moving to listen to a conversation between people who have never met, yet are sharing ideas and learning new ways to do their work better across thousands of kilometers.

You may have ideas of workshops you could put on, or would like to join in, by teleconferencing. If you do, please write to: Newcomer Services Branch, 77 Bloor Street West, 5th Floor, Toronto, Ontario M7A 2R9.

INTERPRETER TRAINING BEGINS

Dateline: Toronto 1985

Scene 1: A police officer needs to speak with a Cambodian youth about a neighbourhood incident. The officer arrests the youth, then spends three hours searching for an interpreter. Law requires that a person being arrested be advised of his or her rights with no undue delay.

Scene 2: A doctor at Toronto General Hospital needs to speak to her Laotian patient. A relative used as interpreter mistakenly replies "yes" to the doctor's question, "Has the patient been taking his medication?" The real answer was "No". The misunderstanding was critical to the patient's health.

Because of the large number of immigrants from South East Asia settling in the Metro Toronto area, and because of incidents like those above, the Lao, Cambodian and Vietnamese associations in Metro Toronto have identified the need for a local, centralized interpreting service. With a \$38,000 Newcomer Integration grant from the Ministry of Citizenship and Culture to support their initiative, they are in the first stages of developing a South East Asian Interpreter Service. The service will be used on a fee-for-service basis by governments, social service organizations, police, legal systems and hospitals needing their assistance. Further funding for this project has come from the Secretary of State, government of Metropolitan Toronto, and private foundations.

A 70-hour pilot interpreter training program is now underway with members from South East Asian organizations. In addition to learning interpreting skills, participants will get a basic understanding of the justice, legal, health care and social welfare systems. The training is designed to provide opportunities to enhance English skills, and the model is one that will be relevant for use by other community groups. An important aspect of this training will therefore be a thorough evaluation. For further information regarding the training program please contact Diana Abraham, Newcomer Integration Training Coordinator, Community Support Section, Newcomer Services Branch, at 965-1192.

RESEARCH PROJECT TO IDENTIFY THE TRAINING NEEDS OF SETTLEMENT SERVICE WORKERS IN ONTARIO

Across the province many dedicated and skilled women and men provide a variety of services and programs aimed at assisting the initial and long term settlement of immigrants.

Working out of multicultural centres, immigrant aid agencies, settlement houses and other community centres, staff and volunteers provide services which include counselling, interpreting, escort, information and referral, as well as job orientation, vocational and family counselling.

While some of the people providing these services have had some training for the work they do, the majority have been hired because they speak the languages and have the cultural familiarity to respond to our multicultural and multilingual community. As a result, many of these workers rely on their personal experiences, and skills acquired 'on the job', with all the stress this involves, and have few opportunities to acquire further training and professional development.

An additional problem is the lack of training programs geared to meet the specific needs of workers in this field of service. In recent years, organizations such as the Ontario Council of Agencies Serving Immigrants have begun to address some of the training and skill development needs of workers in its member agencies. However, there has been no systematic identification of the kinds of skills and knowledge needed by settlement service workers, nor has there been any consultation with the people involved in providing these services with regards to the kind of training programs which would best meet their needs.

Last June, a Settlement Worker Training Workgroup, which includes representatives of community organizations across the province, educational institutions and government departments involved in settlement, was initiated with support from the Newcomer Services Branch. Under the supervision of this workgroup, two researchers, Sefora Masia of London, and Sharon Ching-wai Kan of Ottawa, have been contracted to carry out a research project which will involve 150 front line,

direct service workers (staff and volunteers) in organizations across the province, and 50 Board members, coordinators/administrators, and funders, in a process of identifying the skill and knowledge needs of workers, and which will provide the information that will allow for the planning and development of training programs to meet their particular needs.

This research project which was begun in January '86 is expected to be complete in March.

For further information contact the Researchers:

Sefora Masia, London 438-5193
Sharon Ching-wai Kan, Ottawa 729-8384

or any member of the Research Advisory Committee:

Kwok Fung
Chinese Interpreter & Information
Services, Toronto
598-2022

Beth Tellaeche
Cross Cultural Learner Centre, London
679-6281

Belinda Li
Ontario Council of Agencies Serving
Immigrants, Toronto
537-3168

Mary Tuomisto
Thunder Bay Multicultural Association
345-0551

Veronica Moreno
New Experience for Refugee Women,
Toronto
469-0196

Henry Chong
Secretary of State, Toronto
973-1159

Diana Abraham
Newcomer Services Branch, Toronto
965-1192

THUNDER BAY SOLVES TRANSLATION PROBLEM BY VOLUNTEER INTERPRETER BANK

It is midnight. A police car slows down beside an elderly gentlemen walking slowly in the bitter cold. The car stops, the police ask the man if he needs help. He does not understand them, but pulls a ragged piece of paper from his pocket and hands it to the police. On the paper is the man's address. He is lost and can't find his street in the dark. The police take him home and leave him outside the door. An hour later, the car comes across the same man, several blocks from where they left him. They ask him why he didn't go in. He does not understand. He tries to make them understand something, but they do not even know what language he is speaking. They take him back again, and this time knock on the door. The couple who answer appear to be happy to see the old man, but, again, cannot communicate with the police because they do not speak English. What happened? The old man got lost. When he was taken home the first time, he did not recognize his house in the dark. His son and daughter-in-law could not call the police because they did not have sufficient English to do so.

This might not happen in Thunder Bay. The police could call a volunteer from the Language Bank to help them. There, organizers of the Immigrant Information Centre, Thunder Bay Multicultural Centre, with the help of the Newcomer Integration grant from the Ministry of Citizenship and Culture, have organized 275 volunteers who among them can speak 34 languages. They are available on an emergency basis to assist individuals who do not speak English to gain access to various services provided by the community. Volunteers help people who are not fluent in English by interpreting/translating for them. The services not only aids the immigrant, but at the same time helps the service provider communicate with the client on a more satisfactory level.

OVERVIEW-GRANT PROGRAMS

MINISTRY OF CITIZENSHIP AND CULTURE MULTICULTURALISM AND CITIZENSHIP DIVISION NEWCOMER SERVICES BRANCH (NSB) AND CITIZENSHIP DEVELOPMENT BRANCH (CDB)

Multicultural Service Program Grants (MSPG) - NSB/CDB

The MSPG program is designed to help maintain the stability of community-based organizations which deliver services and programs within the multicultural mandate of the Ministry of Citizenship and Culture. Incorporated, non-profit organizations with a primary focus on and a successful record of delivering multicultural services and programs are eligible for operating grants. Funding categories are settlement services for newcomers; intergroup and intercultural relations, and integration of ethnocultural minorities. Decisions regarding individual grants are based on such factors as the geographic area and number of clients served; the scope of the program and services; whether other organizations are serving the particular geographic region or ethnocultural group, and the needs and priorities identified in a particular geographic region or ethnocultural group.

Citizenship Development Grants - CDB

The purpose of the program is to support community projects which encourage responsible citizenship and full participation; promote cultural sharing and understanding; promote effective leadership and organizational development in the community, and promote voluntarism. Community-based, non-profit organizations and public institutions relating to program areas within the mandate of the Ministry of Citizenship and Culture are eligible for funding.

Newcomer Language/Orientation Classes (NLOC) Grants - NSB

NLOC grants provide support to community-based organizations offering official language, literacy, orientation and citizenship instruction for newcomers to Ontario. Funds are provided for outreach to difficult-to-reach immigrant populations, co-ordination, and the operation of preschools or the provision of childcare as an adjunct of the adult classes.

Teachers or supervisors of volunteer teachers are normally paid by a co-sponsoring board of education. Neighbourhood parent and preschool, one-to-one tutoring and workplace programs are supported. In some classes, teachers who speak the native language of students, as well as English, provide special assistance to those with very little formal education. The locations, times, instructional methods and course content are flexible in order to best meet the needs of adult learners.

Newcomer Integration (N.I.) Grants - NSB

The purpose of the Newcomer Integration grants program is to provide financial support for community initiatives which facilitate the integration of newcomers to Ontario. Grants support projects such as volunteer recruitment; orientation and training; the development of specialized outreach methods; the piloting of new programs or delivery methods; activities targeting particular groups of immigrants, i.e., women, youth, refugees, seniors; training programs for staff involved in working with immigrants; materials development, and needs assessment. Community-based, non-profit organizations and public institutions are eligible for funding.

Community Project Grants - CDB

This program, which is funded from lottery monies, supports a variety of activities related to the cultural/multicultural mandate of the Ministry. Eligible categories include skill training (for staff and volunteers); development of multiculturalism and citizenship materials; multilingual translation and interpretation; organizational development; presentation of multicultural sharing events or cultural heritage festivals, and purchase of resource material and equipment. Groups supported through this program must raise non-government matching funds or have volunteer time and services in kind to match the grant from the Ministry (amount of matching varies with the category).

Community Facilities Improvement Program - CDB

This program, funded through lottery monies, provides, to groups within the mandate of the Ministry, partial support for the purchase, renovation or construction of facilities.

How to Access Ministry Grant Programs

Prior to making application to any program, groups should seek consultation from the Ministry regional services offices listed below.

255 Dufferin Ave., 6th Floor
London, Ontario N6A 5K6
(519) 679-7146

250 Windsor Ave., 6th Floor
Windsor, Ontario N9A 6V9
(519) 256-5486

119 King St. West, 8th Floor
P.O. Box 212
Hamilton, Ontario L8N 3Z9
(416) 521-7229

30 Duke St. West, 4th Floor
Kitchener, Ontario N2H 3W5
(519) 578-8200

71 King St., Suite 301
St. Catharines, Ontario L2R 3H7
(416) 688-6472

77 Bloor St. W., 7th Floor
Toronto, Ontario M7A 2R9
(416) 965-6597

114 Worsley Street
Barrie, Ontario L4M 1M1
(705) 737-0543

390 Bay St., 3rd Floor
Sault Ste. Marie, Ontario P6A 1X2
(705) 759-8652

Rideau Trust Building
1 Nicholas St., 11th Floor
Room 1102
Ottawa, Ontario K1N 7B7
(613) 566-3728

280 Pinnacle St., Suite 3
Belleville, Ontario K8N 3B1
(613) 968-3474

199 Larch St., 4th Floor
Sudbury, Ontario P3E 5P9
(705) 675-4383

22 Wilcox Street
Timmins, Ontario P4N 3K6
(705) 267-8018

Ontario Government Building
479 Government Road
P.O. Box 3000
Dryden, Ontario P8N 3B3
(807) 223-3331

Ontario Government Building
1825 E. Arthur Street
Thunder Bay, Ontario P7E 5N7
(807) 475-1683

Applications from provincial organizations for activities that serve the whole province should be submitted directly to the Newcomer Services Branch or Citizenship Development Branch at:
77 Bloor St. W., 5th Floor
Toronto, Ontario M7A 2R9
Telephone: Newcomer Services 965-1192
Citizenship Development
965-3314

For a complete listing of Newcomer Services Branch materials including information on other services/resources of the Ministry, get your copy of "Materials and Services for ESL Teachers" by contacting:

Newcomer Services Branch
77 Bloor St. West
5th Floor
Toronto, Ontario M7A 2R9
Info Line: 965-9919 (collect)

TRAINING AND CONSULTATIVE SUPPORT

TRAINING AND CONSULTATIVE SUPPORT FOR ORGANIZATIONS SERVING THE MULTICULTURAL POPULATIONS

Citizenship Development Branch

- o training-of-trainers in intercultural communication
 - training to representatives or organizations (educational, service, non-profit) who will in turn train board and staff in their organizations
 - aims to have organizations serving the public be truly responsive to the multicultural reality

Contact: Peggy Ashby Edwards - 965-6621

- o organizational and leadership development
 - training support for voluntary organizations to make them more effective; "Working with Volunteer Boards" is available from the Ontario Government Bookstore
 - Young Leaders - a new program being piloted in 1985/86 which provides training and a year-long internship on a volunteer board for young people from ages 15 to 24

Contact: Mary Louise Zemanek - 965-6621
(Co-ordinator)
Nanda Casucci - 965-7505
(Young Leaders)

Newcomer Services Branch

- o training for teachers of English as a second language (TESL)
 - provides consultative support and training on all aspects of teaching ESL, literacy, orientation and citizenship preparation

- provides consultation/training for preschool teachers and assistants on working with immigrants

Contact: Anna Furgiuele - 965-1192
(Supervisor)
Phyllis Amber
(Adult Program TESL)
Muriel Schwartz - 965-1192
(Preschool)
Sidney Pratt - 965-1192
(Literacy and Citizenship
Education)

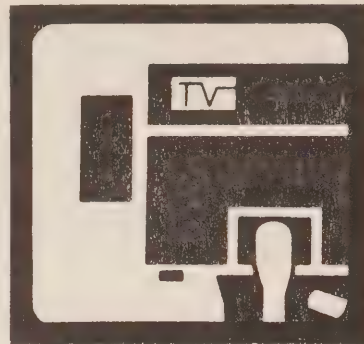
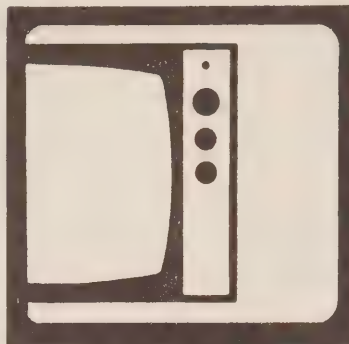
- o newcomer integration
 - a program being developed to provide training support for staff in community organizations providing settlement services to immigrants
 - 1985/86 - in co-operation with the Vietnamese, Cambodian and Lao organizations in Metro, a pilot interpreter course is being developed

Contact: Diana Abraham - 965-1192

- o EWP: Improving Communication in Multicultural Workplaces
 - provides consultation, training and materials to community and educational deliverers providing services to business/industry and labour
 - 1985/86 - funding for the development of materials and models is being provided to organizations on a one-year basis; colleges, boards of education and community organizations are accessing this money

Contact: Linda Reid - 965-1192

VIDEO SERIES



Dialogue with Immigrant Women

Thursdays 6-7:30 p.m.

February 13, 1986 - HOME FEELING, struggle for a community. It explores the issues of racism in the Jane-Finch community.

March 13, 1986 - MAKING CHANGES, offers employment orientation and ESL classes for immigrant women.

April 10, 1986 - LITTLE BY LITTLE. It shows the experiences of Portuguese and Spanish speaking women of the Working Skills Centre.

May 8, 1986 - WOMEN ALIVE. A discussion about working conditions, health and safety on the job, unionizing.

Everyone Welcome!!!

Cross-Cultural Communication Centre
965 Bloor Street West
Toronto, Ontario

For more information, please call Virginia or Tania 530-4117

Who Is My Neighbour? is a half-hour video documentary produced by the St. Boniface Multicultural Centre as part of an educational package for the community. The purpose of this project is to provide a tool for dialogue while examining the process of acculturation resulting from the high influx of immigrants in Scarborough.

The video is accompanied by a leaders' guide that will aid in selecting topics for discussion in a group setting. The booklet also provides more detailed background information on the issues and concerns facing the community as a "suburb in transition".

As an educational audio-visual aid, the objectives of the package are:

1. To identify and address the problems experienced by the new immigrants in their attempts to establish themselves in their new homes.
2. To identify and address the perceptions or misperceptions of the host Scarborough residents.
3. To research and develop an educational package for use by the community (social agencies, schools, churches, community groups) in order to facilitate a "process of communication" and achieve a greater understanding of the immigrant in Scarborough.
4. To highlight the rich and diverse contributions immigrants have made to Scarborough, and to the Canadian society in general.

A Canada Works II Project.

Further information is available from:
St. Boniface Multicultural Centre
Catholic Immigration Bureau
21 Markham Drive
Scarborough, Ontario
M1M 2H9
Phone: (416) 261-7251

RESOURCES

The **Newcomer Guide to Services in Ontario** is now available in five bilingual formats: English/Khmer, English/Lao, English/Chinese, English/Vietnamese, English/Spanish.

As well as an English version, the Newcomers Guide is produced in 20 other languages, including French, Italian, Portuguese, Greek, and Romanian. However, all future editions of the Newcomers Guide will be bilingual - English and other language.

The Newcomers Guide provides an overview of services in the province. For copies of the guide please call 965-9919.

Ethnocultural Data Base

Multicultural Program

Ministry of Citizenship and Culture

An update of an earlier publication, the current volume provides, for the first time, detailed comparisons of these characteristics among non-English speaking and English speaking immigrants, as well as the non-immigrant Ontario population.

The publication is part of the Ethnocultural Data Base Materials, Series II and may be purchased by the public for \$8.00 from the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8. In Metro Toronto, call 965-6015. Outside Metro, dial 1-800-268-7540. In area code 705, call the operator and ask for Zenith 67200.

For further Ethnocultural Data Base information contact:

**Ethnocultural Data Base
Multicultural Program
Ministry of Citizenship and Culture
5th Floor, 77 Bloor Street West
Toronto, Ontario M7A 2R9
965-5280**

Now Available:

Ethnocultural Profiles - summary sheets on more than 70 different ethnic groups. Available from the Resource Centre, Ministry of Citizenship and Culture, 9th Floor, 77 Bloor Street West, Toronto, Ontario M7A 2R9. Or call (416) 965-6763.

Non-English Speaking Immigrants in Ontario 1981: Socio-Economic Characteristics, a special analysis based on the 1981 census.

This publication examines immigrants born outside of Canada who do not speak English in relation to such characteristics as period of immigration, place of residence in Ontario, age, sex, family and household circumstances, mother tongue, and the socio-economic characteristics of education, labour force participation, occupation and income.

The **Multicultural Health Coalition** has produced a series of 12 health information brochures on the following subjects:

Stress - Alcohol - Second-hand Smoking - Stroke - Cancer - Diabetes - Nutrition -Health Care System - Hearing loss in the Elderly - Medication and Drugs - Disabilities - Volunteerism.

ORDER FORM:

Non-English Speaking Immigrants in Ontario, 1981: Socio-Economic Characteristics, a special analysis based on the 1981 census.
ISBN 0-7729-0033-7

Name _____

Company or
Organization _____

Address _____

Enclosed is payment for ____ copies at \$8.00

each. Total \$_____.

Cheque payable to the Treasurer of Ontario

PLEASE RETURN THIS FORM TO:

**PUBLICATIONS CENTRE
Ontario Government Bookstore
5th Floor, 880 Bay Street
Toronto, Ontario
M7A 1N8**

Tel: (416) 965-6015

The pamphlets are available in 14 languages: Chinese, Portuguese, Italian, Vietnamese, French, Greek, Spanish, Russian, Finnish, Ukrainian, Polish, Hindi, Punjabi and Pictorial with basic English.

If you are interested in acquiring any of the above, please contact the M.H.C. at Suite 407, 1017 Wilson Avenue, Downsview, Ontario M3K 1Z1. (416) 630-8835.

West Indians in Canada - 27-page booklet by James W. Walker and published by the Canadian Historical Association, looks at West Indian immigration to Canada since the late 1700s. It discusses the immigrants' diverse backgrounds and countries of origin; adaptation, settlement and integration to their new country. Available from the Canadian Historical Association, 395 Wellington Street, Ottawa, K1A 0N3, or the Resource Centre, Ministry of Citizenship and Culture, 9th Floor, 77 Bloor Street West, Toronto, Ontario M7A 2R9.

We Make the Clothes is a photo depiction of the production process at Monaco Group, a garment factory located at King and Bathurst Streets, in Toronto. The participants in the English Language class there - students and instructor - developed the book together.

The objective was to provide English as a Second Language students and instructors with material familiar to them, in a familiar setting. They have suggested some activities that can be developed from the photos and written materials, but urge students and instructors to use the photos for whatever language development seems appropriate to their own situation and level of English.

Many of the participants in adult ESL classes are workers. The garment industry is a major employer, particularly of immigrant women. Whether adult ESL classes take place in community centres, public schools or factories, there will be a significant number of participants who earn their living in the garment trade. With this book, they hope to provide ESL instructors and students with a resource on this area of work for immigrants in Canada; to familiarize them with the language details of the garment trade; and to convey the significance of the contribution of

immigrant workers to the production of garments in Canada.

For information about how to obtain this book, contact the Language Study Centre - ESL, Toronto Board of Education, 155 College Street, Toronto M5T 1P6 (416) 591-8288.

FAMILY VIOLENCE RESOURCE MATERIALS

The Family Violence Program of the Ministry of Community and Social Services has recently made available:

A Family Violence Professional Information Kit - a collection of articles from professional journals and data sheets pertaining to wife assault.

Copies of the kit are available free of charge from the Ministry of Community and Social Services information desk in your community.

Compendium of Services for Battered Women in Ontario - March 1985 - a province-wide listing of services available to battered women. This compendium is designed to be a source of information and referral for professionals and para professionals; it will also be of use to the battered women herself.

For further information contact:
Family Violence Prevention Program
Ministry of Community and Social Services
3rd Floor, Hepburn Block
80 Grosvenor Street
Toronto, Ontario M7A 1E9

Understanding Wife Assault, A Training Manual for Counsellors and Advocates by Deborah Sinclair. This comprehensive manual is available at a cost of \$4.00 per copy from:
Ontario Government Bookstore
Publications Services Section
880 Bay Street
Toronto, Ontario M7A 1N8
Phone: (416) 965-6015
1-800-268-7450
In area code 807: 0-Zenith-67200

Fresh Start by Joan LeFeuvre - a small book packed with practical advice. It aims to tell women what can be done in order that they

may better decide what they will do. Copies available from:

YWCA of Canada
80 Gerrard Street East
Toronto, Ontario M5B 1G6
Phone: (416) 593-9886

Working with Assaulted Immigrant Women: A Handbook for Lay Counsellors, by Monica Riutort and Shirley Endicott Small - this book has been specially prepared for the use of community workers who work at a grassroots level with immigrants who have not yet acquired any proficiency in English.

Developed and published with the aid of a grant from the Ontario Ministry of Community and Social Services, this book is available at a cost of \$2.50 per copy from:

Education Wife Assault
427 Bloor Street West
Toronto, Ontario M5S 1X7
Phone: (416) 968-3422

Teachers who wish to use family violence as a discussion topic with their ESL students are reminded of the classroom materials in the Family Violence Supplement to **Newcomer News** (Volume 15, No 1., February, 1985). It includes photostories, articles and letters and a poster, all specially prepared for English speakers of limited proficiency.

Individual copies and classroom sets are available from the Newcomer Services Branch.

We Want to Live

The Vietnamese Canadian Senior Citizens Association of Ottawa-Hull has published **We Want to Live**, a series of six personal essays, documenting departure from Vietnam and resettlement in Canada.

Published in both French and English, this document is part of the 'Cultural Bridge' project funded by the Secretary of State for Multiculturalism.

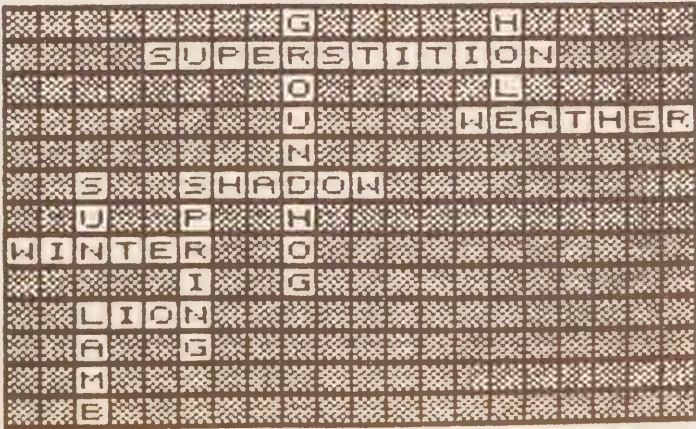
Mental Health Service Needs of Immigrant Women in Ottawa-Carleton

This report was prepared by Lilith Research Consultants for the Ottawa-Carleton Immigrant Services Organization. It was funded by the Department of the Secretary of State.

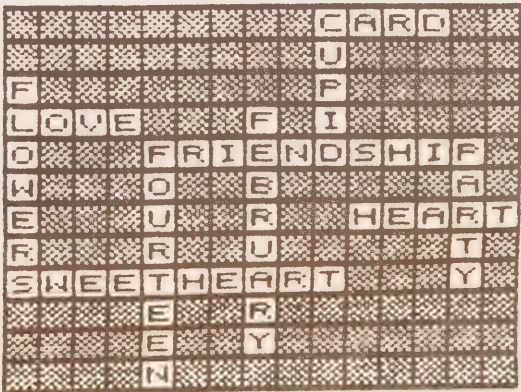
The study was designed to find out more about the mental health needs of immigrant women in the Ottawa area. The project was carried out over a period of eight months and consisted of a review of the literature, a demographic profile, interviews with immigrant women, interviews with service providers and a mailed questionnaire to agencies and organizations.

Further information is available from the Ottawa-Carleton Immigrant Services Organization.

ANSWERS



GROUNDHOG'S DAY



VALENTINE'S DAY

NEWSLETTERS

NEW BEGINNINGS

AN INTERMINISTERIAL BULLETIN
ON SETTLEMENT SERVICES



A helping hand: Women's group sponsored by
Riverside Immigrant Women's Centre in Thorncliffe Park.

EDITORIAL

We are pleased to bring to you the first issue of *New Beginnings*, our interministerial newsletter on immigration and settlement-related issues in Ontario.

As you may know, over 55 per cent of all immigrants to Canada settle in Ontario. In 1983, that meant 40,236 new faces; 15 per cent, or 6,068 of them were refugees. The Newcomer Services Branch of the Ministry of Citizenship and Culture has the specific responsibility of helping to make their settlement as smooth and efficient as possible. We want to make sure they know about and use government services already there to help them. At the same time, we encourage new and innovative government programming to respond to their special needs.

We first began planning the newsletter after a very successful consultation we held last February with representatives from various

ministries in the Ontario government. At that time participants expressed a keen interest in issues affecting newcomers in Ontario, and asked to be kept informed. This newsletter is one response. We hope it will help to keep you up-to-date on the settlement scene and provide useful information for program planning and delivery.

In *New Beginnings*, which will be published four times a year, we will share with you the latest news on settlement topics and information or resources that may help you provide services that are accessible to all your client groups. We will also highlight many of the new and exciting initiatives already underway in the Ontario government to help make newcomers to our province feel at home.

We hope this newsletter will be a valuable tool for exchanging information — that means we welcome and encourage your input. Like the many newcomers who are sure to benefit from these initiatives, we look forward to the future.

*The Ontario Ministry of
Citizenship and Culture*

E.W.P. TRAINER

A NEWSLETTER FOR TRAINERS
INVOLVED IN PROGRAMS AND SERVICES TO IMPROVE
COMMUNICATION IN MULTICULTURAL WORKPLACES

Volume 1 Number 2
February, 1983

EDITORIAL

The EWP Symposium, part of the TESL Ontario conference in December, brought together between 40 and 50 people to review what had happened at the August EWP Institute, to look at what is happening in the various EWP programs, and to take a look at the issues still to be dealt with. Elsewhere in this publication you can read about the presentations and the discussion around six identified areas of concern.

Important in reviewing these issues, is the fact that none of them deal with the delivery of language instruction in the classroom. While this remains one of the most important products of EWP, most people in the field are recognizing that their chief problems at this time, are marketing the concept of EWP to industry and working with a company and/or union to assess the appropriate products for their particular situation.

The move from purely language instruction to a variety of products and services, is reflected in the difficulties we have in stating a vision for EWP, a definition that will give others an idea of what we're all about. At the end of this newsletter, we have stated some of the current definitions and invited you to reply with your own. This exercise, we hope, will help us come to terms with who we, EWP people, are.

We also want to report to you, with some regret, that our colleague Linda Reid is at the end of her contract with the Newcomer Services Branch. Her energy and vision has certainly provided a big push to get things happening in EWP in the last six months. We want to thank Linda for all her work and hope that she doesn't get too far away from those of us in the field.

NEWS FROM HERE AND THERE

Newcomer Services Branch

Questionnaire

Newcomer Services Branch wants to compile a list of contact people in the boards of education and the community colleges, who are either presently providing EWP or are interested in doing so. It will then be possible for the Ministry to refer companies and unions who call to the nearest provider.

We are sending over 600 questionnaires to all E.S.L. and continuing education co-ordinators in the boards of education and all E.S.L. and industrial training co-ordinators of each campus in community colleges.

The results should provide a clearer picture of the extent and scope of E.W.P. programming across the province and of the potential interest. This will form the basis for planning future projects and services.



Ontario Ministry
of Citizenship
and Culture

Susan Fish
Minister

New Beginnings is a newsletter on immigration and settlement-related issues in Ontario, produced by the Newcomer Services Branch (of the Ministry of Citizenship and Culture). Directed at government staff in all three levels of government, *New Beginnings* will provide significant news, information and listings of resources to help service-providers effectively deliver programs to Ontario's multicultural constituency.

Contributions welcome. Please contact editor Linda Rosenbaum at 965-2285 or write: Newcomer Services Branch, 77 Bloor St. West, Toronto, Ontario M7A 2R9.

EWP TRAINER is a newsletter distributed by Newcomer Services Branch for EWP trainers who are involved in programs and services to improve communication in multicultural workplaces.

If you are interested in getting on the mailing list, please write the editor Linda Reid at Newcomer Services Branch, 77 Bloor St. West, Toronto M7A 2R9.

ADULT ESL SECTION

CITIZENSHIP UPDATES/NOTES

- New teachers of immigrants who are preparing for the hearing at the Court of Canadian Citizenship should remember that the Ministry of Citizenship and Culture has several publications that will help you. PARTICIPATE is a curriculum designed for teachers of students at the upper intermediate level. In the last issue of INTERCHANGE, we printed some changes to PARTICIPATE. Here is another (very common) error that one of our readers helped us to catch: New Brunswick, Nova Scotia, and Prince Edward Island are known as the maritime provinces. When you add Newfoundland, the group is known as the ATLANTIC provinces. Please change this on question card (6) in Appendix G, Unit 4, on Geography/ and on page 149 of the text.
- Teachers preparing students for the citizenship hearing also should have a copy of the latest (blue) edition of THE CANADIAN CITIZEN. Copies are available at your nearest citizenship registration office (Department of the Secretary of State). Since much of the citizenship hearing is based on this book, teachers should make sure they have this latest edition.
- The Ministry has revised its bibliography of holdings on citizenship in the Resource Centre. Throw away your old one and order the November, 1985 edition. Updated bibliographies on the holdings in the Resource Centre on ESL/literacy and English in the Workplace will also be available shortly. Write or contact the Newcomer Services Branch at 77 Bloor St. West, 5th Floor, Toronto M7A 2R9, 965-1192 for copies.
- Over one hundred teachers and volunteers in the wider Metro Toronto area met in November with the eight Toronto-based judges of the Court of Canadian Citizenship and with staff from the various local offices. Most of the judges are newly appointed and the meeting gave the teachers and judges an opportunity to share concerns. Chief among these was the concern on the part of the judges that immigrant students be encouraged to learn to speak more English. The teachers were interested in what the judges ask in the hearings and how these questions vary. The meeting was addressed by both Clive Joakim, Director of the Newcomer Services Branch of the Ministry of Citizenship and Culture, and by Jim Howie, District Manager, Ontario Region of the Court of Canadian Citizenship.
- The Ministry has ordered a film, "Canada Today" for the Resource Centre. This film will be interesting for citizenship teachers and teachers of advanced students. Designed as a promotional film for Canada by the Department of External Affairs, the film's 27 minutes provide many images of Canada and Canadians, the provinces, the landscape, and an idea of Canada's technological progress and industrial potential. The narrative on the sound track is quite fast, so the teacher is advised to preview the film before showing it and to list the images or information that the teacher wishes the students to look for while viewing. This film will be available after April 1, 1986. Please do not ask for it before that time.
- If the students who are preparing for the citizenship hearing have trouble reading, you will be happy to know the Toronto Board of Education is preparing four modules on citizenship at the ESL/literacy level. One module, "Government" is currently being validated in Toronto. The other three, "Applying for Citizenship", "Geography", and "The Hearing" will be developed during the next year. Jean Unda and Martha Crean, under the supervision of Julie Reid, Assistant ESL Co-ordinator, Toronto Board of Education, are developing this material. If you would be interested in being one of the validators of this material sometime in the next year and a half, write to "Citizenship/literacy-level", Community Support Section, at the Newcomer Services Branch. You will be sent draft copies of the modules, as they become available, and a questionnaire to record how well it worked with your students.

IDEA EXCHANGE

Practical ideas from the ESL mini-conferences and workshops (sponsored by the TESL Affiliates in Toronto and Ottawa, the Ministry of Citizenship and Culture, the Toronto and Ottawa-Carleton Boards of Education):

- o Give students practice in preparing a budget. Distribute the plan of a room with pictures of various articles of furniture that might go into it. One student, designated the accountant, has a list of furniture prices and must see the group keeps within the budget as they discuss which items to purchase. From "Speaking and Listening Skills for Beginners" presented by Irene McKay, TESL Toronto Mini-Conference.
- o Demonstrate a familiar routine, such as preparing tea or coffee. Describe the action as you carry it out, then encourage your students to role play in pairs. From "Lesson Planning Activities for the New Teacher" presented by Robin Bennett at the Toronto TESL Mini-Conference.
- o In teaching pronunciation, the pattern of sounds, rhythm and music of the language is more important than points of articulation and minimal pair discrimination. Tape different languages and have your students listen to the "music" of each to hear what distinguishes it. From "Teaching Pronunciation" by Neil Naiman, Toronto TESL Mini-Conference.
- o Devise reading skills exercise for text taken from publications such as *Newcomer News*, the *TV Guide*, or the local newspaper. Colour code and grade your exercises, then collect them in a box to become an SRA-like classroom reading skills kit. From "Exploiting the World of Print" presented by Greg Larocque, Ottawa TESL Mini-Conference.

Evaluating Grammar Exercises

Examine grammar exercises to see how well they incorporate characteristics given in the guidelines below. Then give the exercise a rating of poor, fair, good, very good, or excellent.

Guidelines

1. Does the exercise have a meaningful context that is followed throughout?
2. Is the context relevant to the learners' needs and interests?
3. Is the exercise at an adult level?
4. Do learners have to pay attention to meaning to do the exercise?
5. Do the expected answers adequately reflect what people say?
6. Does the language used in the exercise reflect what people say?

Some Recommended Reference Materials:

AZAR, Betty S. *Understanding and Using English Grammar*. Toronto: Prentice-Hall of Canada, Ltd., 1981.

DART, Allan Kent. *ESL Grammar Handbook*. Toronto: Prentice-Hall of Canada, Ltd., 1982.

FRANK, Marcella. *Modern English: a practical reference guide*. Toronto: Prentice-Hall of Canada, Ltd., 1972.

THOMSON, A.J. and MARTINET, A.V. *A Practical English Grammar*. Third Edition. Toronto: Oxford University Press, 1982.

(This is a British publication; some of the language usage is different from Canadian English.)

From "What Place Does Grammar have in Your Program?" presented by Claire Bladock and Sue Waugh, TESL Ottawa Mini-Conference.

BILINGUAL ESL METHODOLOGY

Some ideas for avoiding over-reliance on the L1 (language of the learner).

- o Don't try to discourage the use of the L1; rather, encourage the use of English.
- o Use the L1 as a bridge to English.
- o When students talk to each other in the L1 (perhaps before class or during break) pick up on the topics or themes during class time. Provide the English for what they have said in the L1 so that eventually they can use English for what is important to them.
- o Introduce common social expressions early: e.g. Good morning, how are you? Did you have a nice week-end? Spend a few minutes at the beginning of each class just chatting in a relaxed and natural way with the students and use these expressions in English.
- o Don't always give explanations in L1 yourself. Use English first. If you have a mixed level class there are probably some students who understand some, if not all, of what you have said. Ask one of these students to give an L1 explanation for those who do not understand. The students will come to expect English from you first.
- o Giving instructions for activities and exercises: gradually move from giving often-repeated instructions in L1 to English in the following manner:
 - "the sandwich" - give the instruction in English first (this establishes the importance of the target language), then give the same instruction in L1, then in English once again (now that students know what it means they may understand more of the English).
 - use this "sandwich" with the same instruction over a period of hours or classes. Then, stop giving the L1 version. Give the instruction in English. You may check on understanding by asking the students for an explanation in the L1. Then, you repeat the instruction in English. This way the teacher moves into English only for this instruction.
- apply this approach to all oft-repeated instructions. Students will come to expect, and accept, the use of English only since you have worked up to it gradually and the students understand.
- o When you provide more English, make sure the content is familiar to the students, use real objects, appropriate body language, facial expressions and intonation so that students have some guide to meaning in addition to the spoken words themselves. After all, that is the way it is in real life! (except, perhaps, on the telephone).
- o Use tapes of native speakers of English where possible. Set the scene first and then have students listen. After, they can say what they have understood - however little. They can listen several times. Be sure to choose tapes with familiar content and language.
- o Don't be afraid to challenge the students. They are adults and they were brave enough to face life in a new land - they can take some challenge! Expose them to more English, challenge them to rely on their developing capabilities. Ask the class to group to piece together the meaning, sharing insights and supporting each other. If they are lost, then you can use the L1.
- o Use well planned small group activities so the students have to complete a task by using English. Make sure that you have led up to the activity in such a way that the students know exactly what is expected of them and they have already practised the English they will have to use.
- o Bring English-speaking guests to the class -even for very short visits. Students can introduce themselves and can ask the guests questions.

- o Think up tasks for the students to perform in English outside the class - i.e. little contact assignments. If your class takes place in a public building where there are English-speaking people, for example a library, community centre or school, use these people for the tasks. Sample activities would be: ask the time, ask the schedule of certain activities, ask for directions to a particular room, etc. Prepare students well and provide lots of practice beforehand so that students are confident. Let people know that students may be speaking to them so that they will be friendly.
- o Encourage risk-taking in English. In conversation or other communicative activities, do not expect perfect English. Focus on meaning rather than on form.

Jean Unda, Lead Instructor, Toronto Board of Education, TESL Toronto Mini-Conference.

LOOKING FOR INSPIRATION?

Some teaching ideas from Chris Epplett, Glebe-St. James, Parent and Preschool Program, former adult supervisor, Ottawa.

These teaching ideas, gathered from the far corners, have been successfully used by many ESL teachers. Do you have some to add?

Journals:

Students write in their journals and the teacher writes back - a weekly personal communication between teacher and student. Many teachers feel it's better not to correct grammar in the journal but to teach a lesson later on the weak areas.

A Problem Clinic:

Ascertain the needs of the students. For example, one student may want but not know how to send a money order. Have the students as involved as possible in getting and sharing the information, and plan a class around the problem.

Two's Company:

Have students work in pairs:

- o students A and B work together to try to solve a common problem;
- o student A must obtain information from student B.

Fun and Games:

Use games to review and reinforce grammar and vocabulary. For example, to practice prepositions of place, bring in a collection of articles e.g. a scarf, can opener, box ... Discuss the objects and review the prepositions as necessary.

Student A leaves the room.

Other students choose objects and together build a structure e.g. the can opener may be wrapped in the scarf and put on the box.

Students dismantle the structure.

Student A returns and, acting on the verbal directions of the other student must rebuild the structure as it was.

Current Events:

Have students read, listen to, or watch the news the day before class, and be prepared to discuss the major (or other) story.

Show and Tell :

Have students be prepared to talk about some time or topic related to their country, a class theme, etc. The other students should know the topic in advance and be prepared to ask questions.

The Real Thing! telephone or face-to-face conversations:

Have students interact with a natural speaker and report back to the class. The task should be relevant to the day's lesson.

Materials:

Be on the lookout for authentic, concrete, and illustrative materials:

- o start a picture file
- o keep old magazines, flyers, catalogues, comic strips
- o use real things, e.g., real fruit for a lesson on names of fruit, colours, buying and selling ...
- o tape radio weather reports, news items, commercials, restaurant reviews ...

Total Physical Response Method:

Students learn by physically performing actions based first on commands from the teacher and then on commands from other students. The commands become more complicated as English improves and the use of humour and the unexpected keep the class attentive and the pace lively. This may be particularly successful with students who have short attention spans, little formal education, and whose skills have essentially been acquired by watching and doing.

Examples: "Stand up, please."
"Please go to the table and turn the cup over."
"If Lucy has black hair, would you please go and put on Sookhee's sweater."

Suggestions from Anne Moore, Adult Supervisor and Andi Gray, Teacher, Glebe-St. James English Classes, Ottawa.

Picture File

The September issue of Interchange had an excellent article on the use of pictures. One of the problems I found with my volunteer teachers was that they didn't have good picture files and didn't have a lot of time to collect them. However, I knew that if we pooled our resources we could come up with an excellent picture file for use by any of the teachers in the school. I encouraged all teachers to contribute any duplicate pictures to the file and in one month we had an

amazing number of good pictures. Our picture file is in a medium size cardboard box and organized into broad categories for easy access by all. The categories are separated with pieces of cardboard that identify the topic. The following is a list of the topics:

Advertising
Art, dance, painting, sculpture etc.
Animals
Buildings (exterior and interior)
Curiosities (unusual pictures)
Food and Beverage
Holidays
Objects
People
Places
Sports and Recreation
Transport
Water

Theme Bulletin Board

On a bulletin board in the hallway we have a sign **Lesson Ideas**, and a theme title such as **A Visit to the Doctor**, **Emergency Situations**, **The Newspaper ...**. Teachers are asked to contribute lesson ideas for any level to the bulletin board. I often contribute ideas from Interchange. Of course, not everyone can contribute an idea on every theme; however, some teachers can contribute 2 or 3 ideas. We usually have 12 or 15 lesson ideas on the board at any one time. If possible, teachers make 8 or 10 copies of their lesson idea. Teachers can look at the board before or after class or at coffee break. It encourages discussion amongst the teachers and sometimes results in the whole school teaching on one theme at the same time. We change the theme titles every two weeks.

Andi Gray, Teacher
Anne Moore, Adult Supervisor
Glebe-St. James English Classes, Ottawa

CROSSWORD PUZZLES

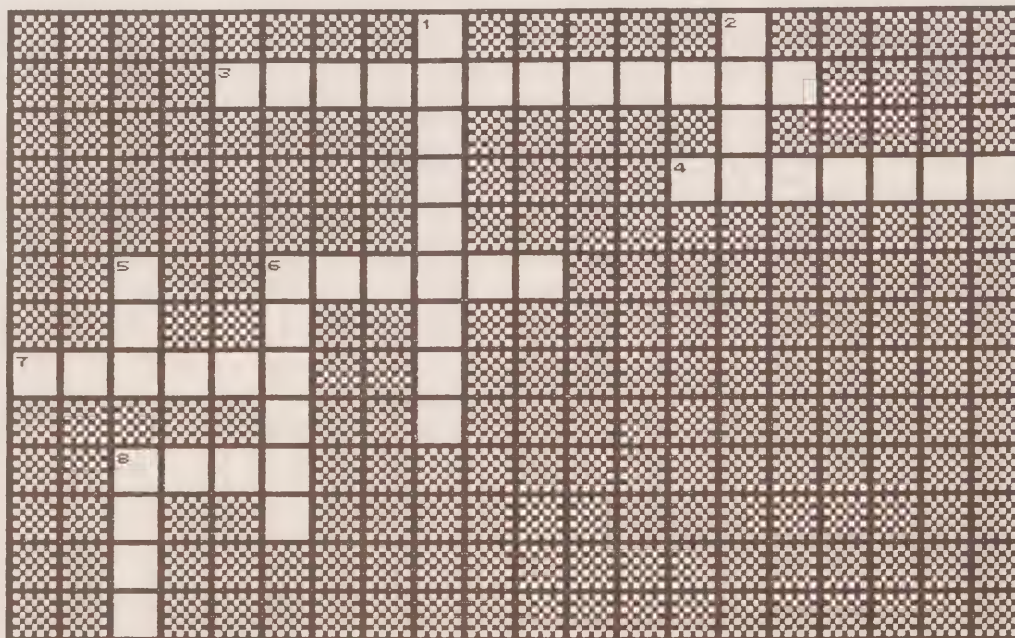
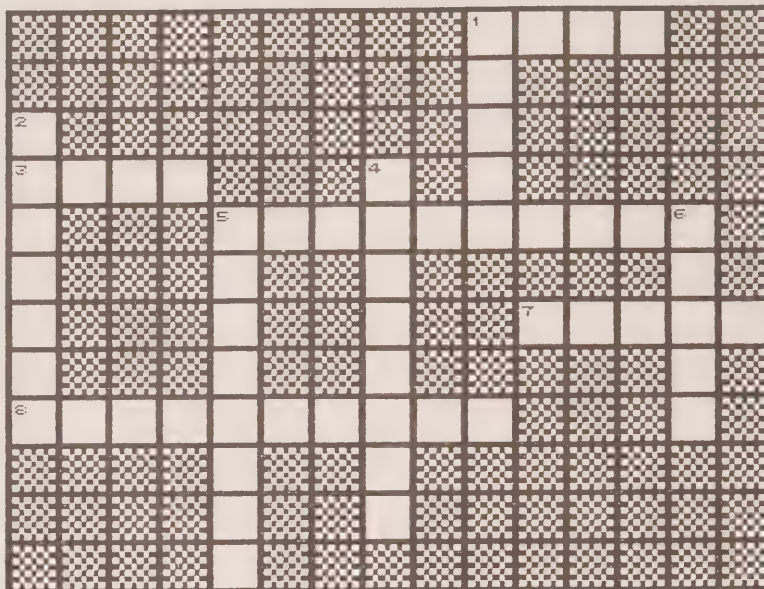
VALENTINE'S DAY

ACROSS CLUES

1. A PIECE OF PAPER THAT IS USED TO SEND VALENTINE MESSAGES
3. A SPECIAL FEELING FOR SOMEONE WHO MEANS A LOT TO YOU
5. BEING FRIENDS, GOOD FEELINGS TOWARD ANOTHER PERSON
7. AN ORGAN IN THE BODY THAT KEEPS THE BLOOD MOVING
8. A PERSON YOU LIKE A LOT AND YOU LET THEM KNOW ON VALENTINE'S DAY

DOWN CLUES

1. A MAKE-BELIEVE PERSON WHO CAN MAKE PEOPLE FALL IN LOVE
2. PLANTS THAT MIGHT BE SENT ON VALENTINE'S DAY
4. THE MONTH AFTER JANUARY
5. THE DATE IN FEBRUARY OF THIS SPECIAL DAY
6. CHILDREN MAY HAVE ONE AT SCHOOL FOOD IS EATEN AND GAMES ARE PLAYED AT IT



GROUNDHOG'S DAY

ACROSS CLUES

3. BELIEVING IN SOMETHING THAT ISN'T TRUE- S
4. A NAME FOR CHANGES IN TEMPERATURE WIND, SNOW AND SO ON- WE
6. A DARK REFLECTED PICTURE OF AN OBJECT - SH
7. A COLD SEASON WHEN WE HAVE SNOW IN CANADA- W
8. A LARGE, STRONG MEMBER OF THE CAT FAMILY- L

DOWN CLUES

1. A SMALL FURRY, BROWN ANIMAL WHO WAKES UP FROM A WINTER SLEEP TO SEE IF WINTER HAS FINISHED - G
2. FOUND IN THE GROUND, A GROUNDHOG WOULD LIVE IN ONE - H
5. A ROUND YELLOW BALL IN THE SKY THAT GIVES US HEAT AND LIGHT- S
6. THE SEASON WHEN SNOW MELTS AND PLANTS START TO GROW- S
8. A BABY SHEEP - L

1986/87 TRAINING REQUESTS

If you are aware of training requirements for the next fiscal year, it would be helpful to have your preliminary requests as soon as possible. Please note that completing this form does not guarantee that your requests will be met. However, it will ensure their consideration in the planning process.

Name and Address of Organization:

Telephone: _____

Contact: _____

Position: _____

Telephone: _____ (daytime) _____ (evening)

Training Requested: (Please outline topics/content, approximate dates and times, and format eg. workshop, conference, course.)

Return to: Anna Furgiuele
Editor, Interchange
Newcomer Services Branch
77 Bloor Street West
5th Floor
Toronto, Ontario
M7A 2R9

Note: Requests will be forwarded to the appropriate staff in the Newcomer Services Branch and/or Citizenship Development Branch upon receipt.



Ontario Ministry
of Citizenship
and Culture

77 Bloor Street West
Toronto, Canada
M7A 2R9

Lily Munro
Minister

INTERCHANGE

A NEWSLETTER FOR COMMUNITY SETTLEMENT,
INTEGRATION AND LANGUAGE TRAINING PROGRAMS

CA20N

CI60

-I55

FALL, 1986

SPECIAL PRESCHOOL EDITION



Twenty month old Pudhilla is from Thailand.
She is enrolled in the ESL Preschool Program
at the Overland Learning Centre in the
City of North York.



Ontario Ministry
of Citizenship
and Culture

EDITORIAL

Well, here it is preschool supervisors, your very own edition of Interchange. The first preschool issue was conceived in 1975 as part of the newsletter for adult supervisors and volunteers. Over the years, as you have provided more and more articles, the preschool component of Interchange grew and grew.

This edition provides pertinent and interesting information on program activities, new resources, teacher-training, the TESL Preschool Course, conferences, a profile of a preschool program supervisor and a book review.

By sharing your ideas with your colleagues through Interchange, you assist one another in augmenting your program curriculum and activities.

Be sure to send us your comments.

Muriel Schwartz
Co-ordinator
Preschool Teacher Training.

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INTERCHANGE

A NEWSLETTER FOR COMMUNITY CLASSES

EDITOR
MURIEL SCHWARTZ

PUBLISHED BY
THE NEWCOMER SERVICES BRANCH
MINISTRY OF CITIZENSHIP AND CULTURE
77 BLOOR STREET WEST, 5TH FLOOR
TORONTO, ONTARIO, M7A 2R9

PROFILE



**Gita Arnold with preschool participants
National Council of Jewish Women, Toronto Section**

PROFILE - GITA ARNOLD

Not that long ago, a baby girl was born in New York City to two loving parents. They called her Gita. She lived there for seventeen years until her family moved to Philadelphia. After completing her high school education, she enrolled in the West Chester State Teacher's College. She graduated with a Bachelor of Science Degree in Education and then embarked on a teaching career.

On a visit to Toronto in December 1958, she met a young man who was born and educated in London, England. He had moved to Toronto to practice law. Well, you guessed right. She married him on August 2, 1959 and started her family. Today she has two daughters and a son.

Eager to become involved in the community, Gita became a member of the National Council of Jewish Women of Canada, Toronto Section. As a volunteer she participated in numerous council activities ranging from fund-raising to teaching in a pilot program for four-year-old children and their mothers. This program was operated in conjunction with the North York Board of Education. It was the forerunner of the present day junior kindergarten programs in North York. She taught in the program for five years and at its conclusion, in 1973, was offered the position of preschool supervisor in their ESL Parent and Preschool Program.

Gita enrolled in the 1973/74 TESL certificate course sponsored by the then Ministry of Culture and Recreation. This is where I first met her. She completed the course and has continued to attend ESL workshops and conferences. She has also acted as a resource person for the Ministry, having given a workshop on "Children and the Law", after completing a course on that subject at Ryerson Polytechnical Institute.

For the past two years she has been preschool supervisor at the Humber Summit ESL Program in North York, while remaining active at Council House as a volunteer.

Gita was a member of the ESL Conference planning committee for Preschool '82, Preschool '83, and Preschool '85. Her expertise is an invaluable asset. One of her special responsibilities on the committee was to arrange the breakfast, the fabulous buffet lunches and the table decorations. She always provides an extra special touch.

Although Gita spends endless hours volunteering, as well as looking after her family and working in the ESL preschool program, she rarely refuses a request to help on special projects.

We at the Newcomer Services Branch also appreciate her sense of humour whenever she "drops by".

Muriel Schwartz

THE SENIORS AND THE ESL PRESCHOOLERS

While working in the Overland program, I became aware that many of the newcomer children enrolled in the program either did not see their grandparents very often or essentially did not have grandparents due to leaving their families behind when coming to Canada.

In December, I decided to meet the needs of seniors and the ESL preschool children for an intergenerational contact by integrating our preschool program with that of Thompson House which is a nursing home for seniors located near the Overland Training Centre. First I contacted the program director at Thompson house. I told him that I wanted to arrange a visit to the home and would bring a few of the ESL preschool children with me. We set a date for the visit.

Several days before our visit, the children created a beautiful Christmas centrepiece for the home. They covered a large styrofoam base using pine cones, tissue paper, pipe cleaner trees, and hard candies and glued ginger-bread men around the base to create a winter scene.

We discussed the intended visit with the children during circle time. They were told that some of the children and teachers would visit the grandmas and the grandpas at the House and deliver their Christmas decoration.

On their own initiative two of the children decided to write Christmas letters and cards to give to the seniors. One child made his card and envelope at home. Two of the children drew pictures to take to the seniors. They were told that they could choose the grandma or grandpa to give their letters and pictures to when they arrived at the House.

On the day of our visit, we were ushered into the sunroom where a group of women were involved in various craft activities. We spent about 20 minutes there while the children distributed their letters and cards.

The next visit (several weeks later) was more involved. The children had made cookies to give to the seniors. They were so good that

the children ate most of them. We bought extra cookies and the children put three in each bag, while a volunteer tied each one with a red ribbon. A total of 150 bags were prepared.

We visited the lounge on each floor where the seniors had gathered to greet us. I introduced our group by describing the ESL program. Then the children stood by the Christmas tree and sang four carols. Afterwards they passed the bags of cookies around to everyone. The seniors were so happy. They talked to the children and hugged them and those that could held them on their laps.

When we reached the third floor we found residents who needed more care. Some could not speak. The sight of the children brought tears to many of the seniors' eyes. Even the doctors and nurses became involved in helping the children.

It didn't take long for personal interest to develop between many of the seniors and the children. For example, during our second visit, a woman rushed up to us looking for "Hiroki" who had given her his letter on an earlier visit. Later, she asked if she could come over and read stories to the children. Many of the residents are decorating their rooms with the children's artwork. Two of the seniors gave the children a ceramic teddy bear and a plywood wooden cart. These items were made in their craft class.

Both the seniors and the children are benefitting from their contact with each other, and we feel that it has added a sense of belonging to the lives of the seniors. As for the children, they look forward to their special visits to see the grandmas and the grandpas at the "House".

Barbara Chisholm
Preschool Supervisor
Overland P&P, North York.

MULTICULTURAL ESL PRESCHOOL TEACHER TRAINING



1986/87 MULTICULTURAL ESL PRESCHOOL TEACHER TRAINING COURSE, TORONTO

The Multicultural ESL Preschool Teachers' Training Course will take place in Toronto on Monday, September 8, 1986 through to Friday, September 12, 1986.

Only preschool supervisors working in NLOC programs who hold an ECE diploma or equivalent are eligible to enrol in the course. Preschool supervisors who do not hold an ECE certificate and are not enrolled in appropriate ECE courses are asked to please contact Muriel Schwartz at 416-965-1192 to discuss action required in order to become eligible for the course. Collect calls will be accepted.

All preschool staff employed in NLOC programs must attend the first available TESL course, if not already certified in TESL. Registration forms will be sent to those who are required to enrol.

Conferences

The 1986 TESL Conference will be held in Toronto at L'Hotel on November 20, 21 and 22.

The London TESL Affiliate Conference will be held on Saturday, October 4, 1986 at the New Education Centre, 1250 Dundas Street, London.

MULTICULTURAL ESL PRESCHOOL CONFERENCE

Saturday, October 5, 1985

Queen's Park

Macdonald Block, Toronto

The third Multicultural ESL Preschool Conference took place in Toronto, at the Macdonald Block on Saturday, October 5, 1985. The Conference was opened to and attended by daycare workers, kindergarten teachers, ECE students, ECE teachers as well as preschool supervisors, their assistants and volunteers working in Newcomer Language/Orientation Classes programs across the province.

Although the response was overwhelming, registration had to be limited to 260 participants due to the facilities.

Travel and hotel costs for preschool supervisors, their assistants and volunteers working in NLOC programs were supported by the Ministry.

A pre-conference dinner was held on Friday evening at the Quaker Friend's House for preschool supervisors, their assistants and volunteers.

After dinner the participants adjourned to a meeting room where small group discussions were held on topics such as health issues, outreach, volunteer support and ESL training.

There were ten workshops given which were repeated for a total of twenty one-hour presentations. The workshop selection was based on a questionnaire sent to all preschool supervisors working in NLOC programs.

Displays were exhibited by the following:

- Ministry of Citizenship and Culture, Newcomer Services Branch
- Ministry of Community and Social Services
- Ministry of Consumer and Commercial Relations, Consumer Information Centre
- Association for Early Childhood Education

Evaluations indicated that the conference was a success!

Committee members:

Barbara Chisholm
Gita Arnold
Mabel Chong
Hildegard Kuntz
Bonnie Bailey
Maureen Cech

A special thanks to the committee for their time, effort and dedication in helping to make the conference so successful.

Muriel Schwartz

WORKSHOP: Body Language
PRESENTER: Julie Dotsch

Julie Dotsch skillfully demonstrated some common body language used by children indicating shyness, confidence, aggression, etc. The adults present nodded their recognition of similar behaviour encountered in their own preschools.

Through this form of presentation we were helped to:

- a) read body language
- b) interpret it
- c) react appropriately

To increase our awareness of how a non-English speaking child may feel when entering an ESL Preschool, Julie spoke animatedly in Spanish, complete with gestures, to certain people in the room. The reactions were interesting, indicating mild alarm in some and nervous confusion in others.

We were also encouraged to be aware of our own body language and the messages we impart to the child. Through modeling, Julie demonstrated the appropriate body language to employ in response to certain messages received from a child's behaviour.

For a brief period toward the end of the workshop, we began to explore the possibility of certain gestures and various forms of body language having many different meanings in various cultures. The workshop gave useful insight into the importance of body language in the ESL preschool setting.

Helen Mouland
Preschool Supervisor
Sarnia Community Language Program

WORKSHOP: Puppetry, Mask and Drama:
The Ingenious Instructor
PRESENTER: Ruth Oppenheimer

After attending this workshop my whole outlook of the world has changed. Now I view everything from the angle of whether a wooden spoon, a duster, a mop, etc. can be made into a puppet. Puppets play an important role in allowing children to release their inner thoughts and feelings and to use language freely through them. Many a shy, reticent child has found a loving friend in a mop puppet that talks, sings and shares their thoughts.

We were shown how to make puppets and masks out of simple household articles as well as from more sophisticated materials. All have the same result - free expression, storytelling, drama and fun.

There were numerous puppets and masks on display and instructions on how to use them. The workshop provided new ideas and encouraged many workshop participants to use puppets as a teaching aid.

Zorine Zonovich
Preschool Supervisor
Community ESL P&P Program, Niagara Falls

WORKSHOP: ESL on a Shoestring
PRESENTER: Ellen Chapman

There were so many examples of hand-made, yet inexpensive, (recycled treasures) toys on display. The thing I liked the best was being able to handle the equipment and discuss how it was made and how to improve its design or construction.

Linda Golloher
Preschool Supervisor
Peterborough NLOC Program

WORKSHOP: Enhancing Your Multicultural Preschool Program
PRESENTER: Dr. Karen Mock

A workshop with Karen Mock is like a shower in the morning: cleansing, revitalising, and sometimes a shock.

In her workshop, published studies of unconscious bias (such as the Winnipeg Hospital Study) were discussed. Each participant then had a chance to discover her own bias in reacting to the picture sets on display. Many of these seemed to be acceptable, but a closer examination showed bias and racial stereotyping. Dr. Mock asked what message the curriculum was conveying through the use of these materials. It was apparent how biased they were and how equally biased would be the lack of multicultural materials. Displaying pictures and books of only white families eating and playing can send out a very negative message in a multi-ethnic program.

Karen presented a topical and immediate example of stereotyping: Thanksgiving. What does 'typically Canadian' mean? What images does it present? Does the Calgary Stampede sum it up? Karen suggested substituting a harvest festival instead, and directed us to a Multicultural Calendar for practical alternatives to Thanksgiving, Hallowe'en, etc.

The workshop closed with a history of Black Barbie, from the first brown body and blonde hair to today's truly Black Barbie.

Maureen Cech
Preschool Supervisor
ESL West Ottawa Centre
Français Langue Second aux Neo Canadiens

WORKSHOP: Science for E.S.L. Preschooler
PRESENTER: Pat Hughes

The main message from the workshop was to "Experiment before Explanation". Even if the children do not understand the scientific principle, it is beneficial to expose the children to "messing around". Here are a few ideas:

1. Put celery in coloured water and watch osmosis - how plants get food.
2. Grow grass seed on a wet sponge.
3. Cut an apple into several pieces and put a few pieces in a jar; cover tightly. Leave one piece of apple exposed to the air. Compare and observe withering and mold growth.
4. Mix baking soda with vinegar - this produces gas. Children will enjoy the volcano effect.
5. Put whipping cream (room temperature) in a jar and shake well to make butter.

Linda Golloher
Preschool Supervisor
Peterborough N.L.O.C. Program

RESOURCES

Preschool Publications

New Preschool Publications available in the Resource Centre, 77 Bloor Street West, 9th Floor, Toronto, Ontario M7A 2R9:

Kindergarten Programs and Practices Marjorie E. Ramsey
Kathleen M. Bayliss

Individualizing Instruction, Second Edition C.M. Charles

The Bilingual Special Education Interface Leonard M. Baca
Hermes T. Cervantes

Teaching Strategies for Children in Conflict Swansen Reinert

A Practical Guide to Early Childhood Curriculum, Second Edition Claudia Fukriman
Eliasay, N.S.
Loa Thomson Jenkins, M.S.

The Whole Child Early Education for the Eighties Joanne Hendrick

Music - A Way of Life for the Young Child Second Edition Bayliss Ramsey

Experience and Art Nancy R. Smith

Cook & Learn Beverly Vietch
and Thelma Harms

Origami-Toys Tashi Takahoma

Chinese Mother Goose Rhymes
Selected and edited by Robert Wyndham
Pictures by Ed Young

Korean Folk Story for Children
Two brothers and their Magic Gourds
Illustrations by Choi, Doug Ho
Story edited by Edward B. Adams

Ali and the Camel
By Fauzia Yahya and Lynn Jones

The Case of the Cat's Meow
By Crosby Bonsall
A World's Work Children's Book

Grandfather's Stories from Cambodia
Written by Donna Roland
Illustrations by Ron Oden

More of Grandfather's Stories from Cambodia
Written by Donna Roland
Illustrations by Ron Oden

All Kinds of Families
Story: Norma Simon
Pictures: Joe Lasher

THE MULTICULTURAL PRESCHOOL EDUCATION A RESOURCE MANUAL FOR SUPERVISORS AND VOLUNTEERS by Karen R. Mock

Prepared for: The Ontario Ministry of
Citizenship and Culture, Newcomer Services
Branch, Toronto, March 1985.

Is available free to co-ordinators, preschool supervisors, assistants and volunteers working in NLOC grant programs. Copies are available from the Ontario Government Bookstore, 880 Bay Street, Toronto for personal shopping. Out-of-town customers write to Publications Services Section, 5th Floor, 880 Bay Street, Toronto M7A 1N8. Telephone 965-6015.

Toll free long distance 1-800-268-7540; in Northwestern Ontario 0-Zenith-67200. Cost of each copy is \$5.

Children's Literature

The Elephant and the Mice
A Panchatantra story retold and illustrated by
Marilyn Hirsh
Children's Book Trust New Delhi

My Garden
Written and illustrated by Sigrum Srivastava
Children's Book Trust New Delhi

BOOK REVIEW

Families In East and West: Socialization process and kinship ties

Edited by Reuben Hill and René König

Paris: Monton and Company and Ecole Pratique des Hautes Etudes
1970

As most ESL teachers come to realize, relevant and specific reference material for understanding and helping parents is rare. It must be scientifically researched and current; studies from the 1950s are historically interesting but practically useless with the child of '86. Similarly, impressions and anecdotes, unless they are part of a greater ethological study, may be misleading and prejudicial rather than helpful. Secondly, the material must be specific and focussed on the family unit just as our Parent and Preschool Programs are focussed. Finally, the material must have relativity. Urban Vietnamese child-rearing customs treated in isolation are interesting; compare them to urban American customs and they are illuminating and significant. In these three areas - methodology, focus, and presentation - Families in East and West proves to be that rare commodity for us, a relevant reference book.

This is not a paperback for casual browsing: it is far too heavy. Nor is it a coffee table album never to be opened. It is too valuable; besides, there are no pictures in the 622 pages. This record of the Ninth International Family Research Seminar in Tokyo marks the first meeting of scholarly sociological thought from East to West, and it is a book to be read and discussed. The careful indexing and division into thirty papers makes the book manageable for the teacher. The thirty papers have been translated, when necessary, into lucid English, and are short enough to be scanned in an hour. Their specificity adds to their interest for the ESL teacher who tends to be suffocated by generalisations on multiculturalism.

The article on maternal care and infant behaviour in Japanese and American urban middle class families illustrates the methodical approach taken. The article first presents an overview of previous research work and then outlines the background, characteristics, and methodology of the sample under study. In this sample some differing patterns emerge. Japanese children tend to co-sleep with both parents or one. The

opposite is true in America where, largely from the beginning of an infant's life, intergenerational separateness is the rule in sleeping arrangements. While both mothers spend almost equal time in basic caregiving, the Japanese mother responds more quickly to her child's vocal signals and tends to stay in the same room as her child during the day. The American mother leaves her baby alone more often, but when she is with him she talks to him more often and encourages him to respond and to be active. The American infant tends to use his body more actively to play with objects and to vocalise. In contrast, the Japanese baby is more passive and less communicative verbally.

In the two societies the perception of the infant seems to be different. In Japan the infant is seen as a separate organism who needs security and warmth to be drawn into the family unit. In America the infant is seen as a dependent organism who needs to be encouraged to become independent. In suggesting this, it is not implied that one or the other way of life is 'better' or 'worse'. Each is different, and it is this difference which affects the behaviour of the child and the parent.

Other articles in this collection study topics such as discipline, familial relationships, and rural-urban differences in various East and West countries. These articles are based upon long-term studies done by researchers from the country in question. Missing, of course, are the north-south comparisons which would be so helpful to our understanding of the South Americans, the Filipinos, and the West Indians. But that is material for another book.

As the editor, René König, notes, "So many old ideas that have been taken for granted until very recently are now in full transformation." This book may help us clean out our own 'old ideas', and will certainly provide a well-researched and strong support for those 'new ideas' that help our programs grow.

Maureen Cech,
Preschool Supervisor
ESL West Ottawa Centre
Français Langue Seconde Aux Neo Canadiens

COMMUNITY PROJECT GRANTS

The Honourable Lily Munro, Minister of Citizenship and Culture, approved Community Project Grants of \$150,000 for 56 organizations administering ESL preschool programs under the NLOC grants program. Matching dollars were waived for this special project.

Preschool supervisors and co-ordinators were given an opportunity to purchase much needed preschool equipment and materials, as well as materials that would reflect the multicultural nature of their programs.



SECOND LANGUAGE PRESCHOOL/LA MATERNELLE

"WHAT DO I DO IN CLASS?" "QU'EST-CE QU'ON FAIT A LA CLASSE?"



Mrs. Maureen Cech
Preschool Supervisor
Français Langue Seconde Aux Neo Canadiens
Ottawa West Language Program

ENGLISH/FRANCAIS:



I learn how to say
my name and age.

J'apprends mon nom et
mon âge.



I learn new words.

J'apprends de mots
nouveaux.



I learn my teacher's
name.

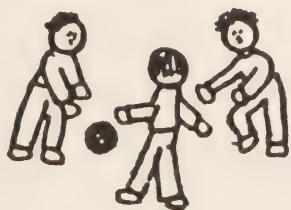
J'apprends le nom de
mon éducatrice.



I sing.

Je chante.

SOCIAL:



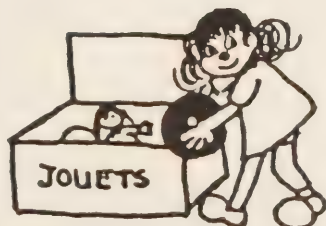
I am polite.

Je suis poli.



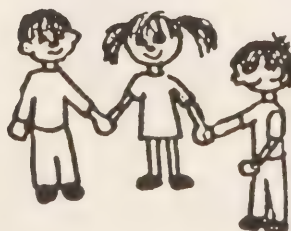
I eat snacks neatly.

Je prends mon goûter
proprement.



I put away my toys.

Je range mes jouets.



I join in with circle.

Je participe aux jeux.

PHYSICAL SKILLS/PSYCHOMOTRICITE:



I learn the parts
of my body.

J'apprends les parties
de mon corps.



I cut.

Je coupe.



I learn high, medium,
and low.

J'apprends haut, milieu,
bas.



I paste.

Je colle.



I draw and colour.

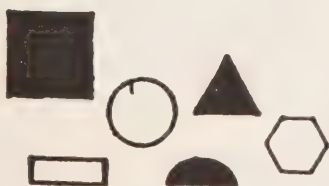
Je dessine et je colorie.



I paint.

Je peins.

DISCRIMINATION:



I learn shapes.

J'apprends mes formes.



I learn my colours.

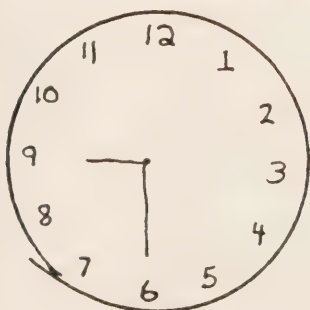
J'apprends mes couleurs.

I learn big and little.

J'apprends grand et petit.

HOW CAN MY PARENTS HELP ME?

QU'EST-CE QUE MES PARENTS PEUVENT
FAIRE POUR M'AIDER?



Bring me on time.

Arrivons à l'heure.



Bring me to every class. I
need to make friends.

Allons à tous les classes.
J'ai besoin de mes amis.

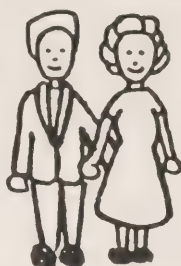
Come and get me on time.

Vient me chercher
à l'heure.

Look at my work with me.
I need your love.

Apprecie mes efforts parce
que c'est pour toi.

EDUCATION IS A TEAM EFFORT:
PARENTS, CHILD, AND TEACHER.



NOUS SOMMES UNE EQUIPE. IL
FAUT TRAVAILLER ENSEMBLE.

Composé par M. Cheh, 1984.

ORGANIZING TOYS

Make tidy-up time fun and rewarding. Boost self-esteem as the children feel they are an important part of the tidy-up process. They will feel successful as they match the right toy to the proper container. They will feel good about helping the teacher and they will learn to co-operate as more than one child helps to put away large items of equipment.

Label the containers and stick on pictures of the contents so that even very young children can put toys away. Label shelves too so that containers also go back in the right place.

Use containers that can be used as part of the play activity, i.e. dishes in a dishpan, clothes in a suitcase, waterplay toys in a bucket.

Cover ordinary household containers (diaper boxes, plastic containers for ice cream, yogurt, etc.) with mactac or wallpaper to make them more appealing.

Stuffed animals

- sew pieces of velcro to animals and hang on strips of velcro attached to the wall
- sew loops on animals and hang on hooks on the wall
- laundry basket
- bag

Puppets, dolls

- shoeholder

Waterplay toys

- nylon bags from onions or grapefruit. Air can circulate through mesh to dry toys.

Dress-up clothes

- suitcase, tote bag
- laundry basket
- Knob Hill boxes (50¢). Each box can hold items belonging to

different themes, i.e. grocery store, doctor's office, etc.

- mount hook bar along top of a cupboard and hang shopping bags

Doll clothes

- diaper box (convenient handle for carrying)
- drawstring bag, tote bag

Small toys

- plastic vegetable bins or dishpans
- shoe holder
- large tin cans covered with mactac
- net bags from onions and grapes
- javex bottle with opening cut in middle; handle can hang on a hook
- plastic food containers with lids (yogurt, cottage cheese, etc.)
- Black Velvet liquor outer container - good for long items like tinkertoy sticks
- drawstring bags made from remnants or Crown Royal bags
- plastic jars with screw-on lids (peanut butter)
- diaper wipe containers
- cookie tins
- Schneider's bucket chicken container
- peanut butter pails (Kraft)

Large toys

- plastic wading pool
- baby bathtub, laundry basket
- liquor boxes covered with mactac - very sturdy and have flip-back lids.

Lynne Timney
Preschool Supervisor
Albert Campbell C.E.L.P.
Scarborough

INTERCHANGE

A NEWSLETTER FOR COMMUNITY SETTLEMENT,
INTEGRATION AND LANGUAGE TRAINING PROGRAMS

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ISSUE NO.25, FALL, 1986



Ontario Ministry
of Citizenship
and Culture

INTERCHANGE

EDITOR
ANNA FURGIUELE

PUBLISHED BY
THE NEWCOMER SERVICES BRANCH
MINISTRY OF CITIZENSHIP AND CULTURE
77 BLOOR STREET WEST, 5TH FLOOR
TORONTO, ONTARIO, M7A 2R9

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Congratulations to the 97 new Canadians who received their citizenship at the Special Session of The Court of Canadian Citizenship. The Court was jointly hosted by The Secretary of State and the Ministry of Citizenship and Culture on June 27, 1986 in honour of Canada Day and the International Year of Peace.

WORKSHOP ANNOUNCEMENTS/TRAINING

SYMPOSIUM FOR PARENT AND PRESCHOOL PROGRAMS - SUPERVISORS AND TEACHERS

For those who attended the first Supervisors' Symposium at the 1985 TESL Canada Conference, the day was certainly a success.

In fact, the Symposium was so successful that we are planning another for the upcoming TESL Ontario Conference, Thursday, November 20, 1986. This time the day will be structured for both supervisors and teachers in all NLOC programs.

Mark the day on your calendar.

Mary Asselstine
Anne Moore, Greg Laroque
Ottawa TESL Affiliate

1986/87 MULTICULTURAL ESL PRESCHOOL TEACHER TRAINING COURSE, TORONTO

The Multicultural ESL Preschool Teachers Training Course will take place in Toronto on Monday, September 8, 1986 through to Friday, September 12, 1986.

Only preschool supervisors working in NLOC grant programs who hold an ECE diploma or equivalent are eligible to enrol in the course. Preschool supervisors who do not hold an ECE certificate and are not enrolled in appropriate ECE courses please contact Muriel Schwartz at 416-965-1192 to discuss action required in order to become eligible for the course. Collect calls will be accepted.

All preschool staff employed in NLOC grant programs must attend the first available TESL course, if not already certified in TESL. Registration forms will be sent to those who are required to enrol.

Toronto TESL Affiliate Mini-conference

Date: Saturday, October 18, 1986
Time: 8:30 a.m.-1:00 p.m.
Place: Jones Avenue School
540 Jones Avenue, Toronto

Topics will include:

- . Survival skills for new teachers.
- . Lesson planning.
- . Pronunciation.
- . Intercultural communication.
- . Co-operative learning.
- . Listening and speaking skills.
- . Literacy.
- . Senior ESL learners.

Registration:

TESL Affiliate members: \$3.00
Non-members: \$5.00

For further information please contact the TESL office at 593-4243.

TESL Conference

Date: November 20-22, 1986
Place: L'Hotel
225 Front W., Toronto

For further information, please contact the TESL office at 593-4243.

Intercultural Communications Program through Sheridan College.

First course, "Patterns of Culture" begins September 15, 1986. Telephone Continuing Education Office, at 456-1191 (Brampton Campus).

The London TESL Affiliate Conference

Date: Saturday, October 4, 1986
Place: New Education Centre
1250 Dundas Street
London

PROGRAM NEWS AND EVENTS



Anna Longo, ESL volunteer teacher,
Bloor-Bathurst Language Project

Happy birthday Bloor-Bathurst!

On May 9, 1986 Bloor-Bathurst Language Project, one of the original pilot Parent and Preschooler programs in the city of Toronto, celebrated its 20th birthday with a festive party. Former volunteers and students were invited back for the homecoming. It was a real birthday party with hundreds of balloons decorating the hall. The nursery children in home-made birthday hats brought in a big birthday cake decorated with twenty candles and sparkles at the conclusion of the program.

Anna Longo was honored for her twenty-year volunteer service in the nursery with a special certificate from the Minister of Citizenship and Culture, Lily Munro. Two "graduates" of the nursery, now both in their 20s, presented Anna with flowers.

Senior Ministry of Citizenship and Culture and Toronto board officials came to the party to extend their congratulations and best wishes for the continuing success of the project.

Merrilee Brand
Former Adult Supervisor
Bloor-Bathurst Language Project



Volunteers, ESL teachers and preschoolers
participating in the Bloor-Bathurst Language
Program's 20th birthday celebration.

THE SOUTH ASIAN WOMEN'S GROUP (SAWG)

This voluntary, non-profit organization provides free and confidential services to women whose origins lie in India, Pakistan, Bangladesh, Sri Lanka and other neighbouring countries. Services provided include referral, support, befriending, general counselling, interpretation and ESL.

SAWG

533 A Gladstone Avenue
Toronto, Ontario M6H 3J1
Telephone: 416-532-7928

EMPLOYMENT ASSISTANCE PROGRAM

An example of dealing with the issue of employment comes from the Sudbury Multicultural Centre.

One of the main difficulties encountered by immigrants in their settlement to Canada is the cultural and linguistic barriers that they face. These barriers have many consequences but one of the most significant is that they deny equal access to employment opportunities and employment services. This is not a new problem but one that resurfaced with the arrival of the "Boat People" in 1979-1980. In response, the Sudbury Multicultural Centre created an "Employment Assistance Program", (EAP), originally called the "Job Search Assistance Program", tailored to minimize these barriers and therefore their associated employment effects.

The basis of the EAP grew out of consultation with Centre staff and volunteers, representatives from member organizations and ESL teachers, who realized the critical need for such a service. A co-ordinator and two staff members were hired and the program officially began in February, 1981. It was arranged to complement other Centre programs which, in turn, assist our activities, and was to be made available to all immigrants and refugees with language and cultural differences.

It was decided that client services would include individual employment counselling, role-playing and handling of job interviews, resume-writing, filling out job application

forms, escort to prospective employers, and providing moral support whenever necessary. Fortunately, the program has access to a variety of languages among Centre staff, which ensures flexibility and personalized attention to clients.

In attempting to locate suitable job placements, staff actively conduct an employment opportunity search, which consists of checking CEIC job boards, local and out-of-town newspapers, and making personal inquiries by telephone or visits to potential employers. All businesses contacted are filed according to their activities, with each entry describing relevant business data as well as employer/Centre comments. This "Employer Bank" has become a useful basis for future referrals.

Once a placement occurs, staff conduct follow-up so that any employer/employee problems are quickly identified and resolved. Follow-up has proven to be a vital component as, in some cases, it has clarified employer/employee misunderstandings and has prevented resignations and firings.

The response from the business community to date has been very encouraging, especially in the general trades and services sectors. In fact, over 300 placements, some utilizing Manpower training programs, have been achieved by a staff of one to three in number over the years. This is a sound record considering Sudbury is a one-industry town that, since 1981, has been in a continued economic slump, and despite a large staff turnover and the many months that funding has not been available.

Although this program has achieved a high level of success, difficulties have been encountered in locating adequate employment for some clients. Professionals, such as doctors, nurses, or teachers, for example, are often unable to find employment in their fields and as a result, find themselves among the chronically unemployed or the under-employed. A small percentage of other clients are requesting the "perfect" job.

Although finding a job may be seen as the final step of settlement, clients still have the ongoing support of the Sudbury Multicultural Folk Arts Centre if required. This not only means that staff will continue advising clients of more suitable employment at their request,

but also means that clients may return to the EAP at any time in the event of a layoff, shutdown, resignation, etc.

Mary Mete
Sudbury Multicultural Centre

THE POPE SENDS HIS BEST VATICAN SPLENDOUR COMES TO THE AGO

Vatican Splendour: Masterpieces of Baroque Art, opening on October 3 at the Art Gallery of Ontario, will give everyone a unique opportunity to see masterpieces of the Vatican collections never before shown in North America. The exhibition is organized by the National Gallery of Canada with the Vatican Museums and the Vatican Library, in collaboration with the Art Gallery of Ontario, and has been made possible by generous grants from Northern Telecom Limited, Alitalia, and the Ministry of Citizenship and Culture of the Province of Ontario.

Behind the scenes, AGO staff are preparing for the Toronto opening of **Vatican Splendour**. The Sam and Ayala Zacks galleries have been adapted to accommodate the Vatican treasures, some of exceptional dimensions. Few of the Vatican loans have been seen outside Italy. Magnificent paintings such as Andrea Sacchi's **St. Gregory and the Miracle of the Corporal** and Poussin's **Martyrdom of St. Erasmus**; sculptures such as Gian Lorenzo Bernini's **Bust of Urban VIII** and his terracotta bozetta of **Charity** as well as Alessandro Algardi's **The Baptism of Christ** in the same medium; colourful vestments such as those with the **Arms of Pope Urban VIII** and the **Papal Mantle of Clement IX**; commemorative medals such as the one in honour of Alexander VII, with **Androcles and the Lion**, are being installed along with the other numerous works of art.

Domenichino's monumental altar piece of **The Last Communion of St. Jerome**, of infinite beauty and grandeur, is the focal point of this exhibition. The richness of colour and intricate detail make it a prime example of XVIIth century art and one of the best known and most copied masterpieces of that period. The altar piece, painted by Domenichino in 1614, has not been cleaned for nearly 200 years. This painting inspired such envy that



The Last Communion of St. Jerome,
il Domenichino, 1614.

Napoleon carried it off to Paris after his Italian campaign.

To complement this exhibition, an extensive program of events has been organized by the Education Division of the AGO: Baroque music concerts; excerpts from **Sant'Alessio**, the first opera performed in the Barberini theatre; lectures by authorities on 17th century art, architecture, and other aspects of the age; **The Impresario**, Gian Lorenzo Bernini's only surviving play; a one-day workshop on the Baroque; films; and regular talks in the exhibition. Watch for further details about these and other exciting **Vatican Splendour** programs.

For ticket information call the AGO Hotline (416) 977-ROME.

Discounts of 20% are available for group bookings of 20 or more persons.

TRAINING PROGRAMS FOR WOMEN

Step - Step is a 36-week training program in microcomputer and office skills for sole-support mothers. This program includes: free instruction in microcomputer and office skills; on-the-job training; job search assistance; and self-confidence training. After the 36 weeks of training is completed, a George Brown College certificate as a Micro-computer Operator/Secretary is given. For more information, call Terry Dance at 863-0498.

Focus On Change (YWCA) - If you are a sole-support mother receiving social assistance and want to find a job but need further education for training or employment, this program is for you. You will receive English and Math upgrading; learn about today's job market; how to plan for your future; how to continue your education through job training courses; how to manage family, school and work and become more self-confident. For more information call Focus On Change at 961-8100.

I.N.T.O. - Introduction into Non-traditional Occupations is an eight-week full-time day program for women interested in non-traditional occupations such as: electronics, offset printing, drafting, bartending, and carpentry. The purpose of this program is to develop an understanding of individual abilities, interests and goals; to experience first hand work in the trades; to develop job search skills; and to make plans to enter the occupation of your choice. For more information call 491-5050 ext: 4415.

Opportunity For Advancement - Opportunity For Advancement has a project for sole-support mothers. This is a seven-week course, two mornings a week for mothers living on government assistance or low income women under stress. The program's aims and objectives are to help group members increase their self-esteem; regain their self-confidence; recognize and deal with stress; use community services more effectively; explore educational and training opportunities; set realistic goals for their future; and plan for their return to the workplace. The course is free and free child care and transportation are provided. For more information call 787-1481.

WITT - Women in Trades and Technology is an 18-week full-time day program. The purpose of this program is to understand and develop generic tool skills; to develop tool skills

related to specific occupations; to upgrade math, physics and mechanical reasoning; to improve occupational fitness and safety; to develop employment skills; to experience industrial placements in trades occupations. For more information call WITT at 491-5050 ext: 4404.

Working Skills Centre - The Working Skills Centre is a program for Latin-American and Portuguese-speaking immigrant women. This is a 24-week, on-the-job training program for mail room workers which includes four parts: technical training; English and life skills; work experience; and job search. For more information call 593-4236.

Working Women Community Centre - This program is an introduction to computers for immigrant women. It has two parts: 1. Using the computer to improve your English while practising basic keyboarding skills and learning how to use the computer as a learning tool. 2. An ESL for computers class that will focus on computer operations; information on computers and their effects on immigrant women; assertiveness training and contact with the English-speaking community. Child care and transportation allowances are available. For more information call 532-2824.

Working Skills for Women - The Working Skills for Women program is designed to provide the opportunity for women to achieve grade 12 equivalency. There is a day program and an evening program. The day program subjects are: computer awareness; mathematics; science; career planning; English and life management skills; and English as a second language. Evening subjects are: computer awareness; mathematics; and career planning. For more information call 961-8100.

West End Machining - West End Machining is a program to teach women the trade of a machinist, that is to operate power tools to cut metal shapes in order to produce a variety of parts and products for industry. It also involves reading blueprints and setting up and operating a number of different kinds of machines and tools. They will also teach trainees how to get a job, and how to handle the physical demands of machining. For more information call West End Machining at 233-1238.

N.E.W. - New Experience for Refugee Women is offering an eight-month program for Latin-American refugee women. During the first nine weeks of this program, participants will receive: orientation and information; English as a second language; orientation and preparation for job search; personal counselling; and occupational-vocational counselling. During the next six months participants will receive on-the-job training and Canadian work experience. Participants will receive a training allowance and daycare is provided during the initial period of the program. For more information call Veronica or May Ann at 469-0196.

Tracey Lines
Rexdale Women's Centre

JEWISH VOCATIONAL SERVICE OF METROPOLITAN TORONTO

MULTICULTURAL OUTREACH SKILLS TRAINING PROJECT (M.O.S.T.)

Training Community-Based Counsellors to Provide Pre-employment Skills to Ethnic Client Groups

Jewish Vocational Service has a long history of immigrant service. Over the last 35 years, the agency, and in particular, its Placement Centre, has successfully provided employment counselling to clients of varied cultural and linguistic backgrounds.

The goal of the Placement Centre of JVS has been to help people find jobs. This task has become increasingly difficult in direct proportion to the decline in the economy. The 1981 - 1982 recession saw the largest loss of employment in Canada since the 1930s. Cutbacks, layoffs, business closures and a policy of restraint have not only increased competition among job seekers for each available job but also have increased the employer's selectivity in choosing candidates.

In response to these changes, the Placement Centre introduced and tested several new programs. These include a Resume Writing Workshop, an Interview Skills Workshop and the Job Finding Club.

As a founding and active member of the Ontario Council of Agencies Serving Immigrants (OCASI), JVS was aware of the need for similar pre-employment programs in other agencies in the wider multicultural community. However, JVS does not have the resources nor the linguistic and cultural expertise to serve all communities directly. The agency therefore undertook to develop an outreach skills training program for staff members of these community-based organizations.

The proposal we developed was approved and is now funded jointly by the Ministry of Citizenship and Culture, and Immigration Settlement Stream "B". This pilot project began on December 1, 1985 and will continue for a one-year period. Its mandate is to deliver training to community-based counsellors so that they may provide employment preparation skills to their job-seeking clients in their own setting.

On Wednesday, January 22, 1986, an orientation meeting was held at the Ontario Institute for Studies in Education (OISE). All community agencies that provide direct service (with the exception of government departments and hospitals/agencies that provide psychiatric services) were invited to attend. Sixty-four people attended the meeting, ten of whom came from outside Toronto (Ottawa, Leamington, Sudbury, Thunder Bay and London).

The orientation meeting was very successful. Most participants responded positively by questionnaire to the objective of the project and were eager for follow-up information regarding the training programs. The needs assessment conducted at the meeting helped the project team finalize its program plans and bring greater focus into its training activities.

Two one-week training programs have been planned for this year. The first one took place during the week of April 14 - 18, 1986. Recruitment of participants followed two basic criteria. The participating agencies:

- o must provide direct service,
- o must indicate commitment to implement some components of the training program, if not the entire program.

There were ten participants at this first workshop, three of whom came from two agencies in London, Ontario. The ethnic groups served by these participating agencies include Polish, Italian, Portuguese, Greek, Spanish, Yugoslavian, Chinese, Filipino, African and other Middle Eastern and South East Asian groups.

The training program was very well received. All participants evaluated the sessions as very informative, practical and action-oriented. The hand-outs and materials used were excellent. All of them indicated in their returned evaluation forms the commitment to implement some aspects of the training program and will contact the project team in the near future for consultative assistance.

The second training workshop took place between May 26 - 30, 1986. The turnout was excellent.

For further information contact the project co-ordinators:

Edyie Troper/Alice Rettig
Jewish Vocational Service of Metropolitan
Toronto
74 Tycos Drive
Toronto, Ontario
M6B 1V9

Telephone (416) 787-1151



Seniors Club, Woodgreen Community Centre - Toronto.

INTRODUCTION TO COMPUTERS FOR IMMIGRANT WOMEN

"I want a better life. I don't want to go backwards. I want to go forward." The speaker is a participant who completed the Introduction to Computers for Immigrant Women course last summer. She is just one of many newcomers to Canada who want a better life for both themselves and their children.

The Introduction to Computers for Immigrant Women course is a part-time program offered for 14 weeks, three times a year in either the evening or afternoon, twice a week. Nineteen women of all ages and from all over the world participate in a program that introduces them to the world of micro-computers. The course is jointly sponsored by the Working Women Community Centre and Dixon Hall.

The Working Women Community Centre is a community-based, non-profit organization founded in 1975 to provide settlement services as well as educational programs for Portuguese and Spanish-speaking women. Objectives of the centre include the development of self-sufficiency skills among immigrant women, as well as assisting them to overcome obstacles in education, training, employment and other social services. Services offered include interpretation, referral and escorts. The programs available are in the areas of Bilingual Portuguese-English/Spanish-English, English as a Second Language classes as well as Bilingual citizenship classes. The centre sponsors the Women into Electronics program as well as the Introduction to Computers.

Dixon Hall is affiliated with George Brown College, so upon completion of the computer course the women receive a certificate from George Brown.

It is to Dixon Hall that the women go once a week to practise on the Xerox 820-II computers. They learn a little about word processing, spreadsheet, DataBase II and programming. A child care and partial transportation allowance is provided by Manpower.

One of the two weekly classes is called English as a Second Language for Computer Literacy. The women leave their children at the Working

Women Community Centre and attend the ESL class at the Bloor-Gladstone Library. This half of the course is jointly funded by the Toronto Board of Education and the Working Women Community Centre. The Centre also receives funding from the Ministry of Citizenship and Culture. The Board gives the women an ESL certificate at the end of the course.

At the Computer Literacy class the women participate in a variety of activities. Discussion about the changing technology, women's role in the labour force, isolation problems of immigrant women and the problems affecting their day-to-day life are combined with exercises using the new vocabulary and contact assignments.

At the end of the course some of the women go on to take full-time training courses and others look for work. There are also women who take the course for interest, to know what their children and friends are talking about.

The program was developed to answer a need for training programs for women who are traditionally underemployed in jobs that are unskilled and manual. Some of the participants are secretaries who worked in offices in their home countries, while others have not had the opportunity to complete their education. All of the women face the difficult situation of trying to upgrade their skills, their language and learn about a system and country that is new to them.

Because of the new Canadian Job Strategy, women who in the past have been able to take the course while continuing to work, will no longer be able to take the course. Dixon Hall has been re-categorized. Women interested in taking the course now have to qualify for either the Job Entry or Job Development program. After recent information sessions, held at the end of each month, it was found that only eight out of 30 women interested in taking the course were eligible for the September program. Now women have to be between 17 and 24 years old, or unemployed for at least 24 out of the last 30 weeks. They can be working, but not more than 20 hours a week. Many of the women are very upset and feel they are being discriminated against as they can not afford to be unemployed long enough to qualify for training programs, and can not afford to pay for courses because of their low hourly wages.

The Introduction to Computers for Immigrant Women is offered three times a year, starting in January, April and September. Women interested in taking the course should contact the Working Women Community Centre at 533A Gladstone Avenue, or call 532-2824. The contact person is Lynda Karn, Co-ordinator, Introduction to Computers for Immigrant Women.

THE MAIL CAN DO MORE FOR YOU WHEN YOU UNDERSTAND HOW IT WORKS

In recent years a rapidly growing number of people of Chinese descent have settled in Metro Toronto and other parts of Canada. Many of these recently-landed Chinese immigrants cannot read, write or speak English. For them, the simple task of mailing a letter can prove difficult.

In its continuing effort to meet the needs of Ontario's culturally-diverse population, Canada Post Corporation has developed a solution. It's a handy, four-colour postal brochure entitled "How To Use the Mail", written entirely in Chinese. The guide is now available at a number of locations free of charge.

"Ontario's Chinese community is growing by leaps and bounds," says Connie Read, project co-ordinator from Canada Post Corporation's Toronto office. "Latest figures show more than 77,000 Chinese-speaking people in the Metro Toronto area alone. Once we identified a need for this type of service we decided to fill it with this Chinese postal-users guide."

The brochure explains a variety of mailing services available to Canada Post's customers. Some of the services highlighted include: first class letter mail, registered mail, special delivery and priority post. The brochure also provides handy packaging tips and explains the use of the Canadian postal code. An added feature for regular postal users is the removable postal rates sheet. It can be placed on a desk top or refrigerator for easy reference.

"The mail can do more for you when you understand how it works," Read states. "And now with the introduction of this new guide

for the Chinese community, they too can take advantage of the many money-saving services we offer to customers."

For instance, did you know money orders are the safest and fastest way to send money through the mail? And parcels are shipped via Canada Post as easy as one, two, three. Customs declaration forms, for parcels bound for international points, are available at all Post Office counters.

Read says a great deal of time and effort went into the production of the Chinese "How To Use the Mail" brochure. "There was more to it than a simple translation from English to Chinese," she says. "We consulted a number of government departments, social service agencies and members of Canada Post's Chinese work force for their input."

Canada Post produced the Chinese brochure with the assistance of the Newcomer Services Branch of the Ontario Ministry of Citizenship and Culture and the federal government's Secretary of State Department. Chinese translating was provided by Chinese Interpreter's and Information Services, Toronto. Typesetting was done by Sing Tao Newspapers, Toronto.

Brochures are available at Ontario Welcome Houses, various federal and provincial government offices and some postal outlets in the greater Metropolitan Toronto area. They can also be obtained by writing to one of the following Canada Post offices:

Corporate Communications
Room 456
One Front Street West
Toronto, Ontario
M5J 1A5

Corporate Communications
P.O. Box 1689
Halifax, Nova Scotia
B3J 2B1

Corporate Communications
266 Graham Avenue
Room 303
Winnipeg, Manitoba
R3C 0K1

Corporate Communications
9828-104th Avenue
Edmonton, Alberta
T5J 2T0

Corporate Communications
1010 Howe Street
Vancouver, British Columbia
V6Z 2H5

For further information contact:

Connie Read
Corporation Communications
York Postal Division
(416) 973-3497

St. Christopher House proudly announces the opening of the St. Christopher House Youth Employment Counselling Centre (YECC) on September 2, 1986.

The YECC is funded by the Ministry of Skills Development and the City of Toronto. The centre has been developed by St. Christopher House, in partnership with Youth Employment Service (Maud Street).

The target group is youth, ages 15-24.

Services include:

- Needs assessment
- Individual employment counselling
- Pre-employment training
- Job placement
- Government training program
- Referral service

Services are in English.
Interpreters can be provided.

Hours: Monday to Friday; 9a.m. to 5p.m.

Location: 1312 Queen St. West
(west of Dufferin St.)

For further information call:
366-3571.

St. Christopher House is a member agency of the United Way.



■ Graduates of the first South East Asian Interpreter Training program in Toronto.

Interpreter service opens for business

Just days after the Cambodian, Lao and Vietnamese Interpreter Service opened for business in April, a frightened Cambodian-speaking woman called in a panic. Her two small children were seriously ill, but how could she tell the doctor what their symptoms were, and how could she understand the diagnosis and instructions for care? Within an hour, a trained Cambodian interpreter met her at the doctor's office, putting both the mother and the doctor at ease.

"Interpreting isn't just translating," says Richard Yampolsky, coordinator of the new CLV service. "It's not an easy thing to do. Interpreters must also bridge cultural barriers, explaining the context and meanings of what people are saying."

Yampolsky cites the dynamics of the recent visit to the doctor's office. "The doctor prescribed an antibiotic for the child's ear infection. The mother, however, is accustomed to herbal remedies, and a different approach to health care. She is

unfamiliar with the prescription for her son's ear ache, does not understand "side effects" or the whole concept of western medicine. In situations like this, more than translating is necessary."

CLV Interpreter Service is designed to deal with a growing number of requests made by institutions wishing to serve clients from the Laotian, Cambodian and Vietnamese communities in Metro Toronto. They can provide services to hospitals, government agencies, social and human services, courts, schools and community meetings. They operate on a fee-for-service at \$38 an hour. Until July 1, three full time staff will be available Monday through Friday from 9:00 to 5:00. After July 1, they will be operating 24 hours a day, seven days a week. Eighteen other interpreters are available on call as needed. All interpreters are graduates of the South East Asian Interpreters Training Program, a 70-hour course developed jointly by the Ministry of Citizenship and Culture and the Lao, Cambodian, and Vietnamese Associations.

Yampolsky is particularly concerned that many hospitals don't provide money in their budgets for interpreting, which he considers a must for a city like Toronto, now home for 25,000 Vietnamese, 4,000 Cambodians and another 4,000 Laotians. He expects, however, more and more organizations will realize the need for interpreter services as a routine part of their service delivery in a multicultural population.

To get in touch with CLV Interpreter Service, contact Richard Yampolsky, (416) 364-6526, or 8 York Street, 2nd Floor, Toronto, M5J 1R2.

Yampolsky provides an advance workshop on how to work with interpreters to any institutions or organizations that require interpreter services. So far, the Metropolitan Toronto Police, Hospital for Sick Children and Metro Children's Aid Society are already frequent clients, using interpreters for regular information and outreach programs as well as in times of crisis.

ADULT ESL

REPORT ON THE FEBRUARY ESL IDEAS EXCHANGE WORKSHOP

Report on: "How to deal with intermediate and beginner students placed in one class"

Facilitator: Eleanor Adamowski

There were no simple solutions to deal with this situation; however it was agreed that one of the easiest ways to handle this type of group was by using listening exercises, such as the following:

Using the weather as a theme, tape a real weather forecast. Divide the class into three or four groups according to their level. Each group does part of the task which is to answer questions at different levels of difficulty. Finally, they put all the pieces of the listening task together as a group.

In the area of reading, it was suggested that students be given question strips. Students would then work in pairs matching the question strips with the correct answers, or one student could ask questions and the other could read the story for the answers. A strong and weak student should be paired.

A general suggestion was that, to handle this type of class, the teacher could spend a half hour with the whole group on the same theme, then divide the class into two groups. The more advanced group could be given writing or other types of activities while the teacher concentrated for a half hour on the more basic group.

Elizabeth Weiss

Report on: "Fluency vs. Accuracy in the classroom"

Facilitator: Phyllis Amber

In this workshop two categories of students were identified:

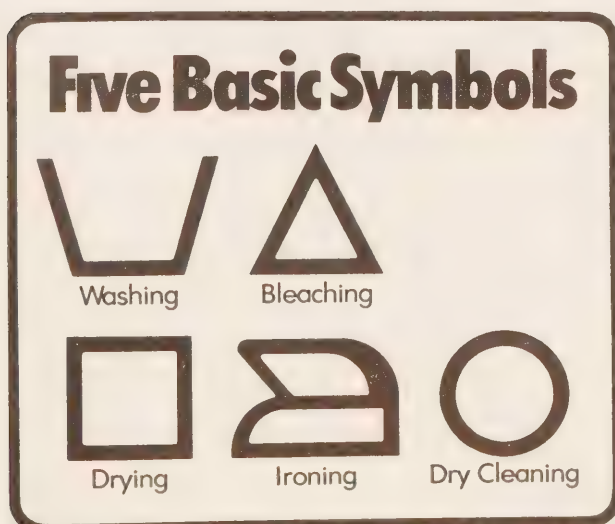
- a) Those who are fluent but pay scant attention to grammatical correctness.
- b) Those who are grammatically accurate but whose speech is hesitant.

We noted that there are two possible reasons for Group A:

1. These students may be uninhibited learners not afraid to make mistakes and who consciously employ this strategy.
2. On the other hand, they may be students who have been in the country for a long time and whose errors have become fossilized.

The following are some of the suggestions made:

1. The teacher should find out students' attitudes toward accuracy and fluency to help determine the most beneficial approach to handling the "problem".
2. If the teacher finds or prepares dialogues, let the less fluent students read the longer parts.
3. Have the more fluent (less accurate) students prepare dialogues (in writing) for the class while the teacher works with the others to develop fluency.
4. Have the more fluent students listen to themselves on tape, note the mistakes they make, and correct them with a view to improving their accuracy.
5. Teach "interrupting" gambits to class and encourage the more hesitant students to use them.
6. In group work have inaccurate students be the "attenders", noting errors they hear with a view to making them more aware of their own errors and thereby trying to improve.



TEACHING TIPS

International Trivial Pursuit

Levels: All

Skills: It can be used in either a 'Talking' or a 'Listening' Class

Materials: One die, large-size index cards

Directions: The students are given the following instructions:

1. Make up three cards for each country. You can work with other people from the same country. Try to make questions that are of more common knowledge and not too obscure.
2. Show me (the teacher) the questions.
3. Write the questions on the index cards with the answers on the back.

Each country should have one question for each category:

- | | |
|--------------------|-----------------------|
| 1. Geography | 2. History |
| 3. Arts/Literature | 4. Science/Technology |
| 5. Sports | 6. Politics |

Use the following as a guide:

(Front side of card) "Malaysia"

(Back side of card)

| | | | |
|----|---|----|---------------------------------|
| G | Name of highest mountain in Malaysia. | G | Mount Kinabalu |
| H | When did Malaysia become independent? | H | 1957 |
| A | Name an art that uses wax-dyeing on cloth in Malaysia. | A | Batik |
| L | Name a Malaysian writer who wrote comic books. | L | Lat |
| Sc | What kind of tree was discovered to be useful for furniture material in Malaysia? | Sc | Rubber tree |
| T | Which country does Malaysia co-operate with in producing cars? | T | Japan |
| Sp | What are the most popular sports in Malaysia? | Sp | Football, badminton, basketball |
| P | Who is the Prime Minister of Malaysia? | P | Mahatir |

Cathy Haghighat

INTERVIEW WITH YOU

Take turns asking each other the following questions and get to know each other better. First ask your partner a question and then let him or her have a turn to ask the same question. Decide who goes first.

1. Name one thing that you can do well?
2. What is your favourite time of the day?
3. Who is the person that you most admire?
4. What is your favourite pastime?
5. What three adjectives describe you best?
6. What quality do you most admire in people?
7. What was the most important year of your life?
8. If you were given a lot of money to spend, what would you do?
9. What country would you most like to visit? (apart from your own)

Can you think of any other things that you would like to ask your classmates about?

Andi Gray
Ottawa
Adult ESL Program

ESL - FOOD FOR THOUGHT

Food can be used to teach vocabulary and grammar and to stimulate conversation in the adult ESL classroom. Here are some suggestions:

A. The fall is a great time to discuss "apples". Basic classes can do comparisons of size, colour, and kinds. The Intermediate classes can discuss apple idioms: the apple of my eye, apple polisher, a bad apple, Adam's apple, and apple a day ... and the Advanced classes can read about John McIntosh and the development of his apple. Then all the classes can get together for apple pie and coffee.

B. Hallowe'en provides an interesting opportunity to bake Pumpkin Bread. Basic students can learn measurements (both imperial and metric!) as well as new verbs: mix, add, stir, pour, fold, bake. Intermediate students can practice following instructions in the recipe. And Advanced students can compare two or three different recipes for Pumpkin Bread. A follow-up might be for students to bring in their favourite recipes and create a class cookbook.

C. The Winter is the perfect time for vegetable soup. Basic students can review the names of vegetables: carrots, celery, potatoes, turnip, peas, beans. They can also learn new verbs: peel, grate, chop, cut and slice. After the soup has cooked in a chicken or beef broth, the Intermediate and Advanced classes can share it and practise conversation:

Would you like some soup?

Yes please.

No, thank you.

This soup is delicious.

I'm not hungry right now.

May I have the recipe?

I really don't care for any.

I'd like to have some more.

I'm not very fond of vegetables.

I'm on a diet.

D. In the Spring, hold a Cookie Tasting Test. Provide the students with two different brands of the same kind of cookie and have them decide which they prefer. You can teach "this" and "that" as well as many new adjectives: crumbly, crunchy, flavourful, golden brown, burnt, salty, soft, and nutty. The students can also practise ways to express an opinion:

I think that ...

I feel that ...

In my opinion ...

May other foods can be used in similar ways: chocolates on Valentine's Day, eggs at Easter, fruit salad in the summer. And follow-up work can include trips to the grocery store, or discussions about food in other countries. The students are always glad to bring in samples!

Sue Eaman, Adult Supervisor
North York Board of Education

Pumpkin Bread

1. Preheat oven to 350°F.
2. Put 1 2/3 cups (400 ml.) flour into a large bowl.
3. Mix in ½ teaspoon (2.5 ml.) baking powder, 1 teaspoon (5 ml.) baking soda, and 1 teaspoon (5 ml.) salt. Add 1½ cups (375 ml.) brown sugar.
4. Add 1 teaspoon (5 ml.) cinnamon, ½ teaspoon (2.5 ml.) ginger, and a dash of nutmeg. Mix well.
5. Pour in 1/3 cup (75 ml.) milk and 1/3 cup (75 ml.) cooking oil.
6. Add 1 teaspoon (5 ml.) molasses. Stir.
7. Add 2 large eggs and mix thoroughly.
8. Fold in one cup (250 ml.) pumpkin and ½ cup (125 ml.) raisins (optional).
9. Mix thoroughly and pour into a 9"x5"x2" loaf pan.
10. Bake at 350°F for 1 hour.
11. Invite your friends to eat your delicious bread.

The following activities were developed by Merrilee Brand, Lead-Instructor, Adult ESL Program, Toronto Board of Education and are taken from the ESL Exchange, Spring 1986.

ASKING QUESTIONS: A CULTURAL PHENOMENON

When I was a night-school instructor, my well-meaning but curious students frequently approached me at coffee break with questions such as, "How much do you make teaching us?" or, "How old are you, anyway?" It was then I realized that it was not enough for me to teach my students how to form grammatically correct questions. I needed to talk about the social context in which questions should be asked and to teach students how to deal with personal questions.

I designed the following exercise for high-intermediate and advanced ESL students to stimulate discussion about the cultural implications of question-making. For the exercise to be effective, I suggest allowing at least an hour, in order to give yourself time for explanation and discussion.

First, introduce the concept of the key and explain any difficult vocabulary items. To see if the students understand the lesson, try out two or three of the questions together as a class. Explain to them that there are no absolute right or wrong answers to the exercise. Then complete the exercise.

When everyone is finished, discuss the questions and compare your answers. I always give my opinion last so as not to influence my students. Ask your students whether they would answer the questions differently if they were still living in their native countries.

Finish the exercise by asking the students to role-play possible responses to some of the "difficult" questions in the following exercise. See what responses they can add to their repertoire.

Directions

Following the key below, put a number to indicate the first time these questions could appropriately be asked.

1. This question could be asked of a neighbour upon first meeting.
 2. This question could be asked if you knew the neighbour six months or so casually (saying "hello", and talking about the weather).
 3. This question could be asked only if you became very close friends.
 4. This question would not be asked, even of a close friend.
-

1. How old are you? ____
2. Are you married? ____
3. How long have you lived in your house? ____
4. Why aren't you married? ____
5. Is your wife pregnant? (Are you pregnant?) ____
6. How much did you pay for your house? ____
7. How much do you weight? ____
8. Who do you live with? ____
9. Where did you buy your car? ____
10. Can you recommend a good dry-cleaners? ____
11. What's your telephone number? ____
12. Why did you get involved? ____
13. Would you like to come over to our house for a party? ____
14. How are you today? ____
15. Do you have any children? ____
16. Do you think it's going to snow tomorrow? ____
17. Why did you come to Canada? ____
18. Can I see the inside of your house? ____
19. What is your status in Canada? ____
20. Why don't you have children? ____
21. How many children do you have? ____
22. Who makes more money, you or your wife (husband)? ____

H. Derek Blissett
Volunteer Instructor, Bloor/Bathurst Language
Project, Toronto

SUMMARY OF DEVELOPING
A NORTHERN CURRICULUM

By Audrey Anderson

Developing a Northern Curriculum is a working manual for instructors and students of adult E.S.L., Literacy and Citizenship classes. It is an example of how Northern Ontario issues and the knowledge and resources of the students can be combined to develop exciting and meaningful teaching materials at the local level. The curriculum demystifies the process of curriculum development and encourages the instructor to work with the learners to produce their own working materials.

This manual is based on the philosophy that not only is education a two way exchange between student and instructor, but more importantly, it must use a method of instruction that reflects and validates the lives and experiences of those involved in the learning process. The result is a rich collection of stories written by the individual student or a group of students which are used as the basis of the lesson plan.

Developing a Northern Curriculum outlines a number of practical methods instructors and students can use to develop their own

study material. By way of example it includes a generous body of sample lessons, at beginner through advanced levels, appropriate for Citizenship, English as a Second Language and/or literacy programs. There are lots of photographs, illustrations, cartoons, student stories and practical information on a variety of topics that were of interest to the Red Lake District students from the years 1980 - 1985. It was found, through field testing that the topics were of interest to almost anyone in a northern or rural setting.

The unit topics are: Fishing, Hunting, Gardening in the North, the Edible North, Jobs for Northern Women, Heating with Wood, Log Spills, Catalogue Shopping, At the Laundromat, Municipal Government Pensions and Winter Driving.

The Red Lake Adult English Education Committee organized and published Developing a Northern Curriculum. Through the generous support of Multiculturalism, Secretary of State this project was completed and available by March 1986.

The manual is 8½" X 11" format, spiral bound and 247 pages long. It costs \$15.00.

ORDER FORM

Publication Sales
Adult English Education Committee
Box 505
Red Lake, Ontario
P0V 2M0

After July, 1986:

Audrey Anderson
341 David Street
Sudbury, Ontario
P3E 1T9

Developing a Northern Curriculum - \$15.00

Name _____

Address _____

_____ Postal Code _____

Number of Copies _____

VOLUNTEER RECOGNITION



**Symbolic recipients of Volunteer Award -
Toronto kickoff ceremony.**

SECOND ANNUAL VOLUNTEER SERVICE AWARDS CEREMONY, TORONTO

These awards were designed to recognize years of service in the area of volunteerism related to the Ministry of Citizenship and Culture. The pins and certificates awarded to recipients recognize five, 10 and 15 or more years of service.

The following seven recipients of the awards represent and symbolize activities related to the Ministry's mandate, and represent the efforts of all volunteers:

Community Information Centres

Pamela Prinhold is "the eyes and ears" of the Rexdale Community Information and Legal Services Centre. She has worked with senior citizens for the past 15 years, and is a member of many of the centre's committees.

Multicultural and Citizenship Area

Karl C. Oliver's combined roles of police constable and president of the West Indian Social and Cultural Society have been an asset to newcomers to Canada. For the past 15 years, he has promoted multiculturalism through workshops, seminars and educational development programs.

Public Libraries

Margaret Perschy was reappointed to the North York Public Library Board. She was elected chairman for the North York Library Services Committee, and has worked diligently with the city of North York and the board of education to expand library services in that city.

Heritage

Representing volunteers in Heritage activities was E.J. Chard. In his position as editor of the Loyalist Gazette, Mr. Chard has helped hundreds of people over the past 28 years in researching early Ontario and Canadian history.

Newcomer Services

Huu Ky Nguyen is president of the Toronto Vietnamese Association. Mr. Nguyen has worked to expand the group's social and cultural activities. Over the past five years, he has been active with the National Vietnamese Association also.

Arts

Helen Balfour has been a prominent force on the National Ballet of Canada's volunteer committee for more than 20 years, organizing and conducting numerous fundraising events. Between 1961 and 1963, she served as the president of this committee. Today, Helen continues to work at the National Ballet's Yorkville boutique, Paper Things, a store she helped to open.

The Native Community

Philomena Chechok has worked tirelessly at the native residence, Anduhyuan, for the past seven years. That residence has helped hundreds of homeless native women and children when there was nowhere else to turn.

Congratulations to all of the recipients!

OUTSTANDING ACHIEVEMENT AWARDS

Last year the Ministry of Citizenship and Culture introduced the Volunteer Service Awards to honour some of these special people. This year the Ministry went one step further and established the Outstanding Achievement Awards designed to acknowledge the invaluable service rendered by individuals, non-profit organizations and businesses in the area of volunteerism related to the mandate of the Ministry of Citizenship and Culture.

The following were the recipients of these awards at a ceremony in February in Ontario:

1. Jacqueline Carrier-Martin
2. Le Club canadien-français d'Oshawa
3. COSTI-IIAS Immigrant Services
4. Curve Lake Community Centre Fund Raising Committee
5. Dofasco Inc.
6. Spiros N. Flengas
7. F. Clay B. Hall
8. Berkeley M. Harris
9. Edward Lee
10. Port Colborne Operatic Society
11. Joan R. Randall
12. Hyman Rosenfeld
13. Senior Friends of the Tweed Playhouse
14. Thunder Bay Multicultural Association
15. Pegi Monique Walden

RESOURCES

PUBLICATIONS RECEIVED

The books listed below are available on loan from the Ministry of Citizenship and Culture, Resource Centre, to Ontario residents. Contact: Resource Centre, 77 Bloor Street West, 9th Floor, Toronto, Ontario M7A 2R9 (416-965-6763). Library hours are 10:00 a.m. to 4:00 p.m., Monday to Friday. Readers who live outside Toronto may borrow books by mail.

Action Plans: 80 Student-Centered Language Activities by Marion Macdonald and Sue Rogers-Gordon. Rowley, Mass: Newbury House Publishers, Inc., 1984.

Back and Forth: Pair Activities for Language Development by Adrian S. Palmer, Theodore A. Rodgers with Judy Winn-Bell Olsen. Hayward, CA.: Alemany Press, 1985.

Building Real Life English Skills by Carolyn Morton Starkey and Norgina Wright Penn. Lincolnwood, IL: National Textbook Co., 1984. Text and teacher's guide.

Canada: A Regionally Diverse and Northern Environment by Rex B. Brown, Thomas S. Green and M. Scott Roebottom. Agincourt, Ontario: Dominie Press Ltd., 1984.

The Canadian Charter of Rights and Freedoms by Gordon Hardy and Robert McAninch. Vancouver: The Public Legal Education Society, 1985. Teacher's manual and student's guide (English and French).

Communicating Effectively in English: Oral Communication for Non-Native Speakers by Patricia A. Porter, Margaret Grant and Mary Draper. Belmont, CA.: Wadsworth Publishing Co., 1985.

Computer-Assisted Language Instruction. Edited by David H. Wyatt. Oxford: Pergamon Press, 1984.

Decisions Decisions by Barbara Bowers and John Godfrey. Agincourt, Ontario: Dominie Press Ltd., 1985.

Drama as a Second Language: A Practical Handbook for Language Teachers by Suzanne Karbowska Hayes. Cambridge, England: National Extension College, 1984.

English By Magic: A Resource Book by Peter John Hassall. Oxford: Pergamon Institute of English, 1985.

ESL/Literacy: An Introductory Handbook for Tutors. By John Booker, Frances Graham, Patsy Jackson, Rama Joshi, Monica Turner, and Ela Piotrowska. London: The Adult Literacy and Basic Skills Unit, 1985.

Grammar in Action: Awareness Activities for Language Learning by Christine Frank and Mario Rinvolutri in association with Pilgrims Language Courses, Canterbury. Oxford: Pergamon Press, 1983.

Impact by Janis C. Motta and Kathryn L. Riley. Reading, Mass.: Addison-Wesley Publishing Co., 1982-1983. Books 1 to 3.

Initiatives in Communicative Language Teaching edited by Sandra J. Savignon and Margie S. Berns. Reading, Mass.: Addison-Wesley Publishing Co., 1984.

An Introduction to Computer Assisted Language Teaching by M.J. Kenning and M.M. Kenning. Oxford: Oxford University Press, 1983.

Listening Tasks for Intermediate Students of American English. Adapted by Sandra Schecter. Cambridge: Cambridge University Press, 1984.

Literacy Work With Bilingual Students by Monica Turner. London: Adult Literacy and Basic Skills Unit and the Inner London Education Authority, 1985.

Money, The Banking System and Monetary Policy in Canada: A Teaching Unit by Douglas C.A. Curtis. Toronto: The Canada Studies Foundation, 1983.

A Need to Read: Building Vocabulary Level A. By Sidney J. Rauch, New York: Globe Book Co., Inc., 1980.

On TESOL '84 edited by Penny Larson, Elliot L. Judd and Dorothy S. Messerschmitt. Washington, D.C.: TESOL, 1985.

Our Lives. By ESL students at Parkdale Public School, Pauline Avenue Public School and the Sanderson Library. Toronto: The Board of Education for the City of Toronto, in co-operation with the Working Women Community Centre and St. Christopher House, 1984.

Pinch and Ouch: English Through Drama by Yoko Nomura. Tucson, Arizona: Lingual House Publishing Co., 1982.

The Process of Reading by Ron Condren, Margaret Hughes, Robert Wilson and Linda Rainsberry. Toronto: Ontario Educational Communications Authority, 1980.

Say the Right Thing by Christine F. Meloni, Shirley Thompson and Andrea Beley. Reading, Mass.: Addison-Wesley Publishing Co., 1982.

Speaking Naturally: Communication Skills in American English by Bruce Tillitt and Mary Newton Bruder. Cambridge: Cambridge University Press, 1985.

Speaking Personally: Quizzes and Questionnaires for Fluency Practice by Gillian Porter Ladousse. Cambridge: Cambridge University Press, 1983.

Strategies for Second-Language Acquisition by Florence Stevens. Montreal: Eden Press, 1984.

Teaching Foreign Language Skills by Wilga M. Rivers. Second Edition, Chicago: The University of Chicago Press, 1981.

Teaching Listening Comprehension by Penny Ur. Cambridge: Cambridge University Press, 1984.

The Teaching of Politics: Some Suggestions for Teachers by Ken Osborne. Toronto: The Canada Studies Foundation, 1982.

The Theatre Arts and the Teaching of Second Languages by Stephen M. Smith. Reading, Mass.: Addison-Wesley Publishing Company, 1984.

Think and Link: Advanced Reading and Writing Activities by Bruce Bartlett. Canadian edition. Toronto: Copp Clark Pitman Ltd., 1985.

Three Easy Pieces: Reading English for Fluency and Enjoyment by Fraida Dubin and Elite Olshtain. Reading, Mass.: Addison-Wesley Publishing Co., 1984.

Use Your Dictionary: A Practice Book for Users of Oxford Advanced Learner's Dictionary of Current English and Oxford Student's Dictionary of Current English by Adrian Underhill. Oxford: Oxford University Press, 1980.

Video in Language Teaching by Jack Lonergan. Cambridge: Cambridge University Press, 1984.

Viewpoints. Issue No. 3 February 1985. Literacy and Second Language Speakers of English. London: Adult Literacy and Basic Skills Unit.

We Make Clothes by Naomi Wall. Toronto: Toronto Board of Education and Learnxs Press, 1985.

Words About Town by Bill Ridgway, London: Edward Arnold Publishers Ltd., 1978.

Working Together: A Handbook for Volunteer Tutors by Jennifer House and Myrna Rabinowitz. Vancouver: British Columbia Ministry of Education, 1984.

NEW START READING SERIES

On February 21, 1986 East End Literacy Press held a special book launching ceremony to celebrate the publication of the following three booklets written by the adult learners at East End Literacy.

Getting Along. Robert Collie gives an honest account of the untold struggles and rewards of life in a sheltered workshop.
1985, 32 pages, \$2.50

New Year's 1960. Hank Guindon tells the dramatic story of the night he stopped an assault, and of the police citation he was awarded.

1985, 32 pages, \$2.50

Working Together. Students for Action discuss common difficulties with forms, and discover ways of working together to solve daily reading problems.

1985, 32 pages, \$2.50

ALSO AVAILABLE

I've Come A Long Way. Marguerite Godbout tells the moving story of her determination to overcome a physical handicap - her travels, her return to school, her decision to live alone.

1984, 29 pages, \$2.00

Lonely Child. Linda Beaupre's poem illustrates the joys and difficulties of being a teenage single mother.

1983, 27 pages, \$2.00

Eleventh Child. Louise Tunstead recounts her family's life during the Depression, and her career as a foster mother and group home parent.

1982, 30 pages, \$2.00

My Nephew ... Booker Jr. Sharon Barton, a loving aunt, remembers Booker's childhood years.

1982, 9 pages, \$2.00

The Writer's Voice. This collection of stories, word puzzles and poetry is written and produced by students. Each issue highlights a particular theme. Back issues are available and new subscriptions are welcome. Published twice yearly. 40 pages.

All titles are available from:

East End Literacy Press
265 Gerrard Street East
Toronto, Ontario M5A 2G3

REFUGEE DOCUMENTATION PROJECT LIBRARY

This contains over 3,000 documents on refugees from Africa, Eastern Europe, Indochina, and Latin America. The public is invited to use the library by appointment with one of the librarians. The library is located at 241 Admin. Studies Building, York University, 4700 Keele Street, North York, Ontario. Call 667-3639 (Monday -Friday, 9:30 - 4:30).

ORDER FORM

NEW START READING SERIES

Getting Along _____ copies @ \$2.50
New Year's 1960 _____ copies @ \$2.50
Working Together _____ copies @ \$2.50
Complete Series _____ copies @ \$6.00

OTHER BOOKLETS: \$2.00 each

I've Come a Long Way _____ copies
Lonely Child _____ copies
Eleventh Child _____ copies
My Nephew ... Booker Jr. _____ copies

THE WRITER'S VOICE

Individual copies may be backordered for \$1.00 each.

_____ Work _____ Where We Live
_____ War and Peace _____ No Job Blues

_____ Growing Up
_____ Staying Alive

_____ Individual Subscriptions (4 issues) @ \$15.00
_____ Institutional Subscriptions (4 issues) @ \$25.00

Please pay in Canadian or US funds. Add \$1.00 per booklet for postage and handling. No additional charge for subscriptions. Discounts are available on bulk orders.

COMMUNITY RESOURCES

Tapestry: Images of Immigrant Women is a video produced by the Rexdale Women's Centre. Tapestry explores the problems in communication which face immigrant women and social service workers. The video and its accompanying study guide are designed to enable groups to think creatively about solutions to problems in intercultural communication. The video is available for rental (\$20.00), purchase (1/2" - \$150.00, 3/4" - \$175.00), or pre-screening. Contact:

Rexdale Women's Centre
925 Albion Road, Room 305
Rexdale, Ontario M9V 1A6
Telephone: 416-745-0062

THE MULTICULTURAL PRESCHOOL
EDUCATION
A RESOURCE MANUAL FOR SUPERVISORS
AND VOLUNTEERS by Karen R. Mock

Prepared for: The Ontario Ministry of
Citizenship and Culture, Newcomer Services
Branch, Toronto, March 1985.

Is available free to co-ordinators, preschool
supervisors, assistants and volunteers working
in NLOC grant programs. Copies are available
from the Ontario Government Bookstore, 880
Bay Street, Toronto for personal shopping.
Out-of-town customers write to Publications
Services Section, 5th Floor, 880 Bay Street,
Toronto M7A 1N8. Telephone 965-6015.

Toll free long distance 1-800-268-7540; in
Northwestern Ontario 0-Zenith-67200. Cost
of each copy is \$5.

ANNOUNCING ...
A 1987 ISSUE OF TESL TALK

The TESL Association of Ontario & The Ontario
Ministry of
Citizenship
and Culture

invite submissions
on the special theme

CANADIAN ESL MATERIALS

How to produce ...
How to adapt ...
How to find ...

Canadian material for teaching English as
a Second Language to adults, secondary school
students or elementary school children (with
some priority given to the adult field).

Send submissions to:

The Editor, TESL Talk
Newcomer Services Branch
Ministry of Citizenship and Culture
5th Floor, 77 Bloor Street West
Toronto, Ontario
M7A 2R9

For a copy of 'Guidelines for Authors',
write to the above address.

Deadline for submissions:
December 1, 1986

NEW GUIDE MAKES UNDERSTANDING ONTARIO EASIER FOR POLISH NEWCOMERS

Toronto --- Polish newcomers will have an easier time adjusting to life in Ontario with the aid of a new guidebook published by the Ministry of Citizenship and Culture.

The Polish edition is the latest in the ministry's NEWCOMERS GUIDE TO SERVICES IN ONTARIO series, now available in more than 20 languages.

The guides contain information about Ontario society. Some of the chapters address the legal system, labor unions, housing, automobiles, immigration

procedures and consumer issues. The guides even include basic instruction on how to use the telephone.

The guidebooks are published in a handy mini-guide format and are written in simplified English text with Polish translation running parallel to it.

The Polish edition of the NEWCOMERS GUIDE TO SERVICES IN ONTARIO is available free, one per family, to Ontario newcomers and their teachers and counsellors, from the Newcomer Services Branch. Call 416/965-9919, collect. Additional copies may be purchased from the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8.



**Vietnamese Youth Program - St. Stephen's
Community House, Toronto.**

MCC's Regional Services

Thirteen offices across the province serve as a direct link between our Ministry and local communities. Daily, Regional Services Consultants talk with a broad cross-section of people in their area about Ministry programs, services, grants and events, and in turn, get involved in assisting local groups with a wide variety of interesting projects.

Consultants work closely with municipalities, arts groups, libraries and information centres, heritage organizations, multicultural groups and

immigrant agencies. In the process, they really get to know their communities, and so provide an important resource to other staff in the ministry who need to make local connections from time to time.

Organizational development is an important part of their work. They provide organizational training, help groups with accessing funding and other supports for program planning and delivery, including techniques for public relations and marketing. By providing these kinds of services, they assist client groups to become more self-sufficient and successful in doing their work.

For information on the services near you, please contact:

Toronto: (416) 965-6597
 Barrie: (705) 737-0543
 Ottawa: (613) 566-3728
 Belleville: (613) 968-3474
 Sudbury: (705) 675-4383
 Dryden: (807) 223-3331
 Thunder Bay: (807) 475-1683
 Timmins: (705) 267-8018
 Sault Ste. Marie: (705) 759-8652
 Hamilton: (416) 521-7229
 Kitchener: (519) 578-8200
 London: (519) 679-7146
 St. Catharines: (416) 688-6472
 Windsor: (519) 256-5486

Immigrant landings to Canada 1971 - 1984

*Ontario and Toronto as Province and
 Community of Intended Destinations*

| Year | Canada | Ontario | Ontario as a percent of Canadian immigration | Toronto | Toronto as a percent of Ontario immigration |
|------|---------|---------|---|----------|--|
| 1971 | 121,900 | 64,357 | 53 | 35,027* | 54 |
| 1972 | 122,006 | 63,805 | 52 | 34,991* | 55 |
| 1973 | 184,200 | 103,187 | 56 | 64,309* | 62 |
| 1974 | 218,465 | 120,115 | 55 | 75,246* | 63 |
| 1975 | 187,881 | 98,471 | 52 | 60,417* | 61 |
| 1976 | 149,429 | 72,031 | 48 | 43,978* | 61 |
| 1977 | 114,914 | 56,594 | 49 | 35,114* | 62 |
| 1978 | 86,313 | 42,397 | 49 | 26,158* | 62 |
| 1979 | 112,096 | 51,947 | 46 | 26,542** | 51 |
| 1980 | 143,117 | 62,257 | 44 | 30,726** | 49 |
| 1981 | 128,615 | 54,890 | 43 | 29,338** | 53 |
| 1982 | 121,147 | 53,031 | 44 | 28,163** | 53 |
| 1983 | 89,157 | 40,036 | 45 | 22,216** | 55 |
| 1984 | 88,199 | 41,441 | 47 | 27,139** | 65 |

*Before 1979, Toronto City and surrounding areas were one code only

**From 1979, figures shown are for Metropolitan Toronto

Source: Employment and Immigration Canada

Compiled for: Ethnocultural Data Base, ONTARIO MINISTRY OF CITIZENSHIP AND CULTURE, (416) 965-5280

Cross Cultural Communication Centre



THE TORONTO IMMIGRANT SERVICES DIRECTORY, 1986

This directory lists 214 organizations that provide direct services to immigrants in the Metropolitan Toronto area. Intended for use by frontline workers, the directory pulls together those organizations involved in immigrant aid services and outreach to ethnocultural groups, as well as coordinating bodies and listings of relevant mainstream organizations. An important feature of the Directory is its index by language and services, which helps to locate services in languages other than English.

order form

- please enclose payment with order
- 20% discount on orders of 10 or more

I would like to order _____ copies of the TORONTO IMMIGRANT SERVICES
DIRECTORY, 1986 at \$9.00 each.

_____ copies x \$9.00 each = _____
15% postage and handling
(\$1.35 each) = _____

TOTAL ENCLOSED = _____

NAME _____

ADDRESS _____



CROSS-CULTURAL COMMUNICATION CENTRE

965 Bloor St. West, Toronto, Ontario, M6H 1L7

Telephone 416-530-4117



Ontario Ministry
of Citizenship
and Culture

Lily Munro
Minister

CA20N

CI60

-155

Donner
Vol

Citizenship
and Culture



Affaires civiques
et culturelles

interchange

Issue Number 26, Winter, 1987

A newsletter for community settlement,
integration and language training programs.



Citizenship
and Culture



Affaires civiques
et culturelles

Interchange

Compiled by Phyllis Amber

Editor/Sidney Pratt

Published by

The Citizenship Development Branch

Ministry of Citizenship and Culture

77 Bloor Street West, 5th Floor

Toronto, Ontario M7A 2R9

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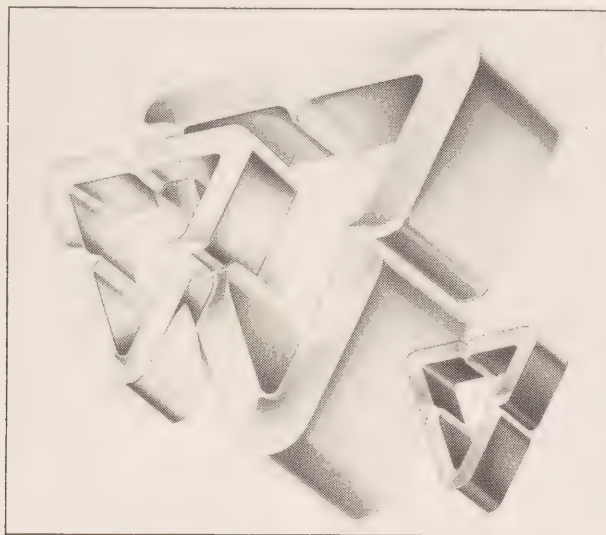
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Are your students familiar with fire evacuation procedures? See the section on Teaching Tips, inside, page 18, for ideas on how to use fire drill instructions, newspaper stories about fires, and fire safety presentations in your ESL classroom.

Cover photo: Sidney Pratt

Announcements



VOLUNTEER AWARDS

The Ministry of Citizenship and Culture sponsors the Volunteer Awards Program, an annual program designed to stimulate the volunteer sector related to its mandate. There are two components to the program:

- . Volunteer Service Awards to acknowledge individual service of 5, 10 or 15 years duration to non-profit organizations on the basis of nominations submitted by the latter. The awards take the form of lapel pins and certificates in these denominations. Recipients are hosted at Volunteer Service Awards ceremonies held in major centres throughout the province in the spring of each year.
- . Outstanding Achievement Awards to acknowledge individuals, non-profit organizations and businesses for furthering volunteerism. Nominations are accepted from individuals on behalf of non-profit organizations and from the latter for all three categories. Fifteen recipients are chosen annually by a jury appointed by the Minister. The awards are distinctive sculptures which are presented at an Outstanding Achievement Awards Dinner in February of each year in Toronto.

Further information is available from:

Ministry of Citizenship and Culture
5th floor, 77 Bloor St. West
Toronto, Ont., M7A 2R9

telephone 965-7505, or
any Regional Services Office of the
Ministry.

* * * *

CANADA DAY POSTER COMPETITION

The Secretary of State has announced a national Canada Day poster contest. First prize will be an all-expense paid trip to Ottawa for the winning artist and immediate family on July 1, 1987. The winning entry will become the official poster for the 1987 Canada Day celebrations. The contest is open to all Canadian citizens, one entry per person. Entries must be postmarked before midnight, February 21, 1987. Posters should be 38 cm x 50 cm (15" by 20") and done with crayons, paint or pastels. A short explanatory note on the image or the theme presented should be included. Entries should be mailed to the nearest office of the Department of the Secretary of State. That address, for Ontario, is:

Canada Day Poster Contest
Department of the Secretary of State
Suite 200
25 St. Clair Avenue, East
Toronto, Ontario M4T 1M2

OPPORTUNITY FOR CITIZENSHIP TEACHERS

Teachers preparing students for the Canadian citizenship hearing are notified that the Citizenship Registration Branch of the Federal Department of Secretary of State is considering revisions to **A Look at Canada**, which contains the information regarding the history, geography and economy of Canada that applicants for Canadian citizenship are required to know for the hearing.

The Department of the Secretary of State invites citizenship teachers to send in their suggestions for this revision. Send your suggestions to:

Chief, Education & Promotion,
Citizenship Registration Branch
Department of Secretary of State
Hull, Quebec
K1A 0M5

* * * *

TESOL '87

The annual Teachers of English to Speakers of Other Languages (TESOL) convention will be held from April 21 through 25, 1987. This year, the conference is in Miami Beach, Florida. Registration information is available from:

TESOL
1118 22nd Street, N.W., Suite 205
Georgetown University
Washington D.C. 20037 USA

* * * *

TESL 7 MINI-CONFERENCE

May 9, 1987, is the date for the TESL 7 mini-conference, to be held at the Education Centre in Kitchener. The focus of the day's workshops will be on assessment and evaluation, literacy, immigrant women, and the training of volunteers. For further information, telephone Pamela Comens, (519) 578-5470.

* * * *

WE KNOW ABOUT THIS MISTAKE...

In the latest MCC publication for citizenship-preparation, Government in Canada, an error occurred on page 11; the correct name of the Governor General is Jeanne Sauvé. The ministry regrets the error. Please ask your students to change this on their copies.

* * * *

BASIC SKILLS WORKSHOPS

A program, **BASIC SKILLS FOR LIFELONG LEARNING**, has been planned for March 19, 1987, by the Community Outreach Department of George Brown College in Toronto, targeted to individuals and organizations active in the non-profit voluntary sector. Four workshops will be offered: Basic Literacy, Communication Skills; Numeracy, and Life Skills and Problem Solving. For more information, please call Grizelia Schanderl, Community Outreach Officer at George Brown College, 967-1212, ex. 2248.

* * * *

CHANGES TO THE CHANGE OF NAME ACT

The new Change of Name Act is expected to be proclaimed into force on April 1, 1987. After that date, a simplified change of name process administered by the Office of the Registrar General will make it less costly to change your name.

This will affect people whose names have been changed because of marriage, and children under custody of one parent.

Forms and instructions for changing one's surname at the time of marriage will also be distributed with the purchase of a marriage licence.

All forms and instructions to complete the forms may be obtained from the Office of the Registrar General. For further information, call that office at the following numbers: 965-1687, or toll-free 1-800-268-7543.

* * * *

The Cross Cultural Communication Centre is in the process of developing a pilot course on Community Development with Immigrant Women. This ten-week course, co-sponsored with George Brown College, will enable participants to acquire group work skills and an understanding of the position of immigrant and visible minority women in Canada. The course begins in February 1987. Registration: \$35.00. For more information, call Tania at 530-4117.

* * * *

A reminder that Tania Das Gupta's book on the history of immigrant women's organizations in Canada, Learning from Our History: Community Development by Immigrant Women in Ontario, 1958-1986, is now available from the Cross Cultural Communication Centre for \$8.00. Write to the C.C.C.C. at 965 Bloor Street West, Toronto M6H 1L7, or telephone (416) 530-4117.

* * * *

TESL CANADA Conference

"Pacific Perspectives" is the theme of the **TESL Canada '87** conference this year. The conference is co-sponsored by TESL Canada and the Association of British Columbia Teachers of English as an Additional Language. The conference will take place at the Hyatt Regency Hotel in Vancouver, B.C., March 12-14, 1987. For more information, contact:

TESL Canada '87
P.O. Box 82344
Burnaby, B.C. V5C 5P8
(604) 294-TEAL

* * * *

The **Toronto TESL Affiliate** will meet from 4 to 6 p.m. at the Ontario Welcome House (454 University Avenue, get off at the St. Patrick Subway station) on February 25, and again on March 10, 1987. Topics of interest to ESL teachers will be presented. Call Banny Hynes (965-2365) for more details.

* * * *

BY ANY OTHER NAME...

You may have called the branch recently and noticed that the telephone is being answered differently. A reorganization of the Citizenship Division of the ministry is currently being undertaken. The Newcomer Services Branch and the Citizenship Development Branch are being amalgamated under the name of the **Citizenship Development Branch**. A new Policy Services Branch is being established. The Native Community Branch will remain the same.

* * * *

RESOURCE CENTRE NEWS

If you telephoned the Ministry Resource Centre this fall to book a film, you were told that the MCC film and audio-visual resources were not available for booking by the public. Many of you expressed your concerns about this situation. The film booking service will resume on February 16, 1987, with a direct phone line. Please telephone (416) 963-2914 to book films and other audio/visual materials.

* * * *

What's New



Linda Reid (right) confers with Sande Minke (left) and Janet Perigo at the EWP Meeting Place at the November TESL Ontario Conference.

THE CHANGING FACE OF EWP

EWP has traditionally provided language classes to immigrant workers. Now the service has been expanded to include courses for both workers and supervisory staff within multicultural workplaces.

The purposes of EWP are threefold:

1. to assist organizations to respond to a changing workforce and make adjustments in procedures and policies;
2. to enable immigrant workers to participate more fully at work;
3. to enable supervisors to communicate more effectively with immigrant workers.

Programs now include:

- . intercultural training for managers and supervisors
- . language training for workers
- . literacy training

As well, EWP provides services such as assisting a company and/or union to improve ways to disseminate information to a multicultural workforce.

Last year the Ministry of Citizenship and Culture provided special incentive grants to twenty institutions. The purpose of these grants was to encourage local initiatives and development and to provide materials for the training of trainers and in particular, the training of co-ordinators.

At the TESL Ontario Conference in November the EWP Meeting Place gave participants the opportunity to have discussions with those representatives who had been involved in projects resulting from the grants.

Those involved in the projects gained experience in areas not normally associated with ESL classroom instruction. The manuals were undertaken so that valuable learning would not be lost.

For more information, contact:

Linda Reid
Co-ordinator, Workplace Training and Development
Citizenship Development Branch
Ministry of Citizenship & Culture
77 Bloor Street W., 5th floor
Toronto, Ontario M7A 2R9
(416) 965-1192

PRONUNCIATION ISSUE OF TESL TALK

Do terms like "voiceless," "backward buildup" and "trilled 'r'" throw you? The mysteries of how we speak English and how to help others do so will be unveiled in our special pronunciation issue of **TESL TALK**, due in April, '87.

Intended to replace The Sound System of English, published by the Ministry of Citizenship and Culture in the late 60's and last reprinted in 1985, this publication will have three parts: a description of the sound system of English; problems of various language groups, with tips for correction; and articles on classroom methodology by experts in the field. A brief bibliography will also be provided.

This book should be a useful introduction for the uninitiated as well as a reference source for experienced teachers.

TEST OF ENGLISH AS A FOREIGN LANGUAGE The New TOEFL Writing Test

The Test of English as a Foreign Language (TOEFL) helps institutions to determine whether a non-native English-speaking applicant for admission has attained sufficient proficiency in English to study in an English-medium instructional environment. An important component of that proficiency is the ability to write clearly in English.

In the past, TOEFL measured writing skills indirectly through a multiple-choice format. Beginning in the 1986-87 testing year, the TOEFL examination included a thirty-minute writing test. This test of Written English (TWE) was given before the multiple-choice sections of TOEFL on July 11 and November 15, 1986, and will be given again on May 9, 1987.

To maintain the security of the test, no topic will ever be reused, and different topics may be used in one administration for different parts of the world.

CONTINUING EDUCATION REVIEW PROJECT

The final report of the Continuing Education Review Project has been published.

The project was established in the fall of 1984 to address certain issues within the field of continuing education for adults. The purpose was to provide recommendations on policy, organization and funding for continuing education supported by the Ministries of Education, Colleges and Universities, and Skills Development.

The report, "For Adults Only", was prepared after discussions with practitioners in the field and a study of the literature.

It includes many recommendations of interest to teachers in programs co-sponsored with the Ministry of Citizenship and Culture. For example, it recommends:

- that adult continuing education (ACE) be formally recognized as being as important as the education of children and youth and that ACE capital funding be made as available as for full time education.
- that education and counselling centres be established throughout the province to provide services to adults of all ages.
- that MCC and other supporting ministries form a task group to provide services such as child care, travel allowances as an integrated part of ACE.
- that a research incentive fund be set up to investigate the needs of the adult distant learner and the technology involved in the delivery of distant education.

The document is available from the Ministry of Colleges and Universities, (416) 965-8692.

The Ministry of Colleges and Universities will consider reactions to the report in 1987.

ONTARIO'S NEW LITERACY PROGRAM

The Ministry of Citizenship and Culture has been given a lead role for co-ordinating programs and policies related to adult basic literacy (ABL). Ontario community literacy (OCL) grants, as well as consultation, training and development, are available to English and French ABL deliverers across the province.

Groups providing ESL, FSL, or ESL/literacy training might wish to make links with literacy groups in their area, in order to set up a referral system between programs.

Other ministries actively involved in the funding and promotion of literacy programs are the Ministry of Education, which supports ABL programs provided by boards of education, and the Ministry of Skills Development which is implementing the Ontario basic skills (OBS) program in community colleges. All deliverers are being urged by the Ontario government to co-operate at the local level to ensure that the needs of learners are best served.

Additional information may be obtained from regional offices of this Ministry or the Citizenship Development Branch, 77 Bloor Street West, 5th floor, Toronto, Ontario M7A 2R9.

MCC APPROVES SITES TO ASSIST VICTIMS OF WIFE ASSAULT

In response to an expressed need for interpreter services to assist victims of wife assault in Ontario, the Ministry of Citizenship and Culture has approved sites for the 1986/87 interpreter centres.

The Citizenship Development Branch has responsibility for developing and implementing three pilot community-based interpreter access centres to assist non-English speaking women who are victims of wife assault. Extensive consultations have been carried out with settlement workers, ethnic community agencies, professionals in the field of

wife assault, and the staff of regional services to assess the need for interpreter services and determine appropriate sites for the centres.

The project is part of the province-wide 11-ministry initiative against wife assault and involves 23 programs.

The 1986/87 pilot interpreter centres will be developed and evaluated as learning models which will guide the creation of future additional sites depending on the availability of funding.

The three regional locations and host organizations approved for the interpreter centres are:

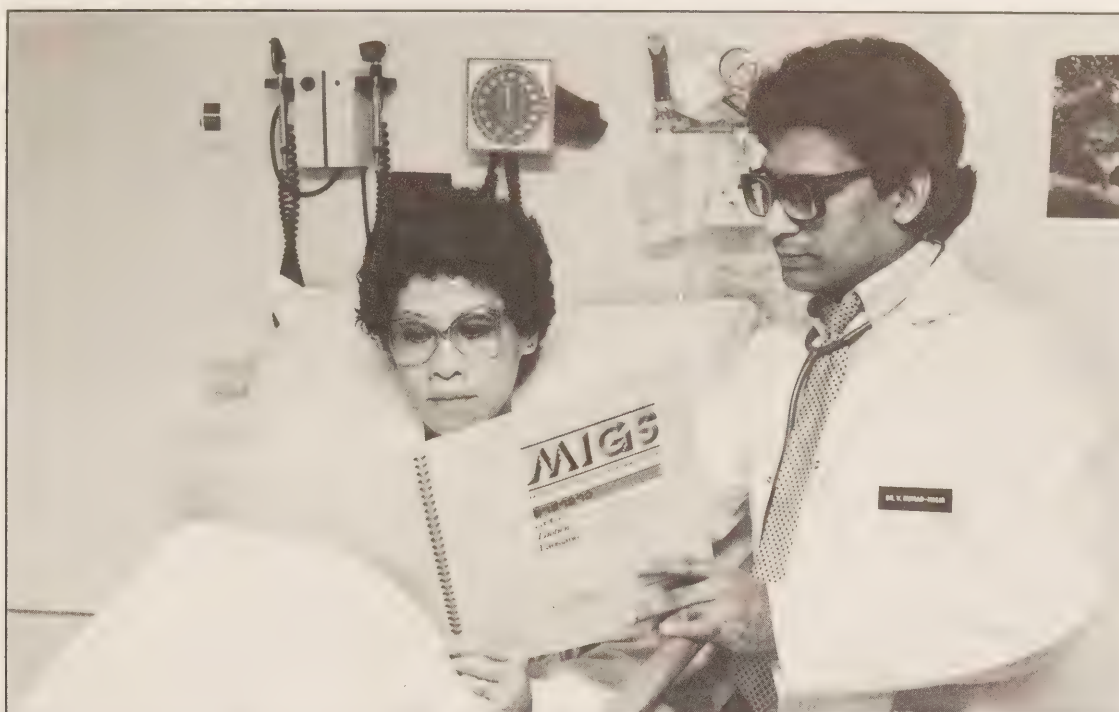
| Region | Host Organization |
|------------------------------------|--|
| Metropolitan Toronto | Barbara Schlifer Commemorative Clinic |
| Niagara/Welland/ St. Catharines | Information Niagara |
| Thunder Bay | Thunder Bay Multi-Cultural Association |

Another aspect of the Ministry's initiative will be inter-cultural communication training for front line workers in institutions who will be in contact with assaulted immigrant women. These workers include the police, doctors, nurses and social service staff.

A public education campaign in ethnic communities about the facts and myths of wife assault will be undertaken this spring. This will be part of a larger provincial public education campaign to make the public more aware of the laws and criminality of wife assault.

For further information, contact:

Diana Abraham
Newcomer Integration Training
Co-ordinator
Citizenship Development Branch
Ministry of Citizenship and Culture
77 Bloor St. W., 5th floor
Toronto, Ont. M7A 2R9
(416) 965-1192



Doctor and patient communicate with help of multilingual questionnaire.

MULTILINGUAL QUESTIONS HELP DIAGNOSIS

A non-English speaking patient arrives at the emergency department of a Metro Toronto Hospital. The patient is moaning, almost delirious with pain. Neither the patient nor a companion can describe the symptoms in English to the medical personnel. To make matters worse, the staff can't find an interpreter to help because they have no idea what language the patient is speaking. Vital time is wasted and the doctors can't make a sound diagnosis.

We all know that communicating isn't always easy even at the best of times. But imagine trying to describe your symptoms to a doctor who doesn't speak your language. The potential for misunderstandings and wrong diagnosis is frightening. Yet for thousands of Ontario immigrants and refugees, this danger is all too real.

Dr. Victor Kumar-Misir, family physician at Scarborough General, knows first hand; he has experienced this language barrier with patients who have come to his emergency clinic for help. To help combat this problem, he has developed a multilingual and pictorial medical communications system which covers

approximately 200 symptoms that patients try to describe when seeking treatment.

This Multilingual Information Gathering System (MIGS) has been translated into approximately 80 languages and dialects as well as braille and sign language. All translations have been painstakingly checked to ensure accuracy and easy comprehension.

Here's how it works. The introductory section of the 20-page MIGS translation manual begins with the sentence "If you can understand this language well enough to communicate with the doctor, then show us by pointing here." This sentence is translated into 80 different languages. If the patient points to the Vietnamese section, for instance, staff now know they either need a Vietnamese translator, or if unavailable, they can turn to the English/Vietnamese section of the manual.

There, questions describing symptoms can be found along-side those requesting vital information like name, OHIP number, doctor's name, etc. Each question is in Vietnamese and English. Medical staff point to the questions they need answered.

Yes, but how do the hospital staff understand the patient's answers to questions like "do you have bleeding anywhere?" or "Are you allergic to any drug?" If the answer is yes to a question the patient circles a "+" or points up with his finger. If the answer is no, he circles a "-" or points down. Unsure? Circle nothing or show 5 fingers.

Dr. Kumar-Misir has already spent more than 10 years working part-time on this project - developing the concept, obtaining and verifying translations in all 80 languages, and trying to work out the many kinks that could keep a system like this from being useful and practical.

"Right now in many hospitals and clinics, patients are at the mercy of a friend, relative or sometimes even the cleaning staff to act as translators," says Kumar-Misir. "These translations are not always adequate."

"Since approximately 90 per cent of the information a doctor needs to make a correct diagnosis comes from conversation with a patient, this questionnaire will be of enormous help, particularly in the absence of readily available interpreting."

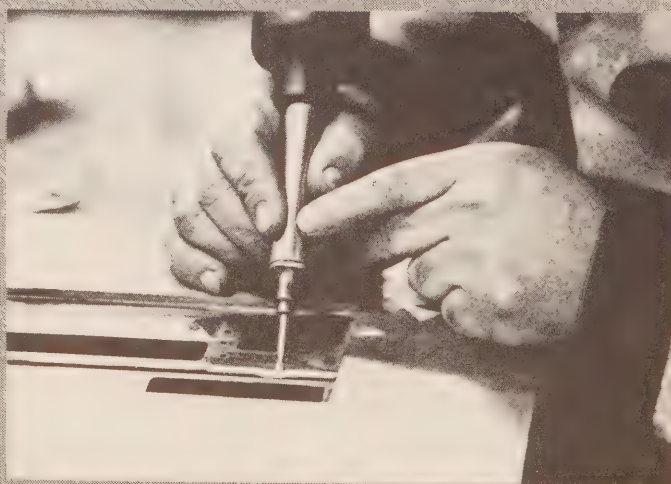
Eight hospitals in North York, including Baycrest Centre, have recently bought copies of MIGS. Kumar-Misir hopes these manuals will become standard equipment in hospitals, nursing homes and health clinics throughout the province.

Copies are available for \$50 per language. For further information, Kumar-Misir can be reached at 690-3412 or at 4 The Market Place, Toronto, Ontario M4C 5M1.

Taken from NEW BEGINNINGS, Spring/Summer 1986

COMING SOON

Under the supervision of Sidney Pratt, Citizenship Development Branch consultant, Jean Unda, Judith Bernstein, and Anna Hemmendinger have been working for over a year to produce facilitator's notes for training teachers of ESL/literacy on the following topics: assessment & placement; building the oral base for reading; choosing and creating activities for the ESL/literacy student; comparative methodologies. The four modules will be available this spring for testing.



ENGLISH AT WORK
A TOOL KIT FOR TEACHERS
FOR MORE DETAILS SEE PAGE 30.

Adult ESL

Course and Program News

The Ministry of Citizenship and Culture is currently co-sponsoring a number of teacher-training courses with boards of education across the province of Ontario.

TESL Certificate Courses (14 weeks) are being offered in Toronto, North York, and Ottawa, with Ministry support also involved in TESL courses in Oshawa and Peterborough.

Two citizenship specialist courses (6 weeks) have just finished in Toronto. A similar one for teachers in Etobicoke and Mississauga began in January.

The North York Board of Education will co-sponsor with the Ministry a short course in ESL/literacy in late winter.

A WORTHWHILE EXPERIENCE

Our adult ESL classes put on a show for the elementary students at Havenwood School during education week. The adult students introduced themselves and gave greetings in their own languages, e.g.

when we say 'hello' in Vietnam we say ..
.....

We had a demonstration - dressing a Grade 6 girl in a Japanese kimono. One of our students played Japanese children's songs on the piano for background music. Two talented soloists performed. We sang for the children and finished off with a sing-a-long with them, "This land is your land." Several students dressed in native costumes.

We received many notes and stories of appreciation from the children. The principal, earlier in the week, had requested that the children wear their own or their parents' native costumes. Initially, the response was very poor. A bonus was that, after our concert, several children decided to wear costumes for the Friday which had been designated "Multicultural Day." It was a positive experience, a lot of work but worth it.

Loretta Meaker
Supervisor
Indec South, Mississauga



Loretta Meaker (second from right) and students demonstrate native costumes.

STORIES AND DIALOGUES ABOUT CHINESE FAMILIES: Two student readers

Brenda Duncombe and Peggie Shek, at St. Stephen's Community House, have worked with a team of Chinese teachers to produce two readers for Chinese students of ESL, *Let's Begin!*, at the basic level, and *Kwok Man and Sui Ling*, at the intermediate.

First produced with support from Wintario, for Portuguese students in 1978, the booklets have been revised, under a Community Project grant from the Ministry, to reflect the real-life situations of Chinese students, using real people who talk about their problems, the difficulties they face, their sorrows, fears and joys.

The books took shape through the use of many of the stories in the English classes at St. Stephen's. The structural language development was made at this time and lists of questions were added to the end of each story. The dialogues were an afterthought. Each book has many illustrations produced by the teachers and the students.

The booklets are available for purchase at \$5.00 each from:

Peggie Shek, ESL Co-ordinator
St. Stephen's Community House
91 Bellevue Avenue
Toronto, Ontario M5T 2N8

TRAINING OPPORTUNITIES FOR VOLUNTEERS IN ESL PROGRAMS

The Citizenship Development Branch often gets calls from volunteers associated with Ministry ESL programs, for information about training opportunities. Here is an over-view of training in general.

There are a number of ways that training can be obtained: The TESL Ontario affiliates generally sponsor local professional development workshops (usually a couple of hours long), and local mini-conferences (usually a full day, on a week-end) one or more times during a year. Membership in the TESL

Ontario Association and the local affiliate will put you on the mailing list for information regarding these workshops.

TESL Ontario itself sponsors a large conference every fall. For the past several years, the Ministry of Citizenship and Culture, through the community grants program, has made financial assistance available for conference participants who come from outside the larger Toronto area. The call for papers to be presented at this conference usually comes out in the spring preceding the conference, with conference registration beginning in the early fall. For further information, telephone the TESL Ontario office: (416) 593-4243.

TESL Canada generally co-sponsors its national conference with one of the provincial affiliates. In the spring of 1987, the conference will be held in Vancouver, in conjunction with the TEAL B.C. association. TESOL, the international organization for ESL teachers, also holds a very large conference every spring, generally in the United States (although it was in Toronto several years ago, and in Mexico two years before that). Information about this year's TESL Canada and TESOL conferences may be found elsewhere in this issue of **INTERCHANGE**.

INTERCHANGE offers information regarding the above conferences, workshops and mini-courses as it becomes available.

The Ministry of Citizenship and Culture (MCC) generally co-sponsors a TESL training certificate course (14 sessions, 3 hours each) in four or five locations each year. Participants may be Board teachers or volunteers, but they must be actually working in a Ministry-co-sponsored NLOC program. If you are interested in participating in such a course, you should notify the school board staff person who is responsible for the program you are working with. A course will be held only with a minimum of 15 participants and only as the MCC training budget permits. As well, MCC also co-sponsors short courses in specialist areas, such

as citizenship, ESL/literacy, and pronunciation.

A number of universities and community colleges around the province offer the Ministry of Education (MOE) TESL specialist course, which has three levels. Participants in these courses must have an Ontario teacher's certificate, but do not necessarily have to be actually teaching ESL. Many places offer the level one course during the summer. You should check with your local college or university as to when the course will be offered.

The difference between the two Ministry courses is that the MCC course is more "hands-on," is geared specifically to working with adults, and does not require an Ontario teacher's certificate. The MOE course is aimed at regular teachers in the educational system who want additional specialist qualifications. It is up to the continuing education department in most boards to decide if the MCC certificate will have an influence on the salary of part-time teachers or be recognized as a qualification for hiring.

Registration in the Ministry of Education course is done on an individual basis and you will be charged a student fee. Registration in the

Ministry of Citizenship and Culture course must be conducted through the requesting body (usually the local board of education) which will also offer to pay a portion of the expenses of the course and guarantee at least 15 participants. Requests for the MCC TESL certificate course or the specialist short courses must come through the local board of education.

From time to time, local groups may ask the Ministry to present two or three-hour workshops on specific topics. Requests for these workshops must come, several months before the event, through the Ministry local regional offices. The local group must provide space, equipment, and advertise the event. The Ministry may send Branch consultants or offer an honorarium to someone specializing in the topic.

Finally, the Ministry may, from time to time, sponsor distance education training events. In this case, small groups of participants in a number of centres may take part in a single-topic workshop by using a combination of video, print, and teleconferencing.

Sidney Pratt
Acting Supervisor, TESL Training and Development, Citizenship Development Branch.

Conference Reports and Reflections

LANGUAGE AND LEARNING CONFERENCE LONDON, OCTOBER 4TH, 1986

Another successful Language and Learning Conference was held in London on October 4th, 1986 by the London TESL affiliate, with financial assistance from the Ministry of Citizenship and Culture. Over 130 members and volunteers attended from as far afield as Sarnia and Toronto. This year, the twin themes were Multiculturalism and Methodology.

For elementary level teachers there were informative sessions by Vina Chamberlaine and Randi Young on practical ideas for four types of

learning situations; by Kathy Gillies on creating a language-rich environment in the junior classroom; and by Judy Bateman who described an innovative ESL/D summer school in which fluent English speaking students were involved.

The importance of peer tutoring was stressed also by Margaret Heinrich in her presentation on the development of a secondary literacy program for ESL/D students in North York.

Christ Nath and Sandra Musil outlined the process, from design to delivery, of developing a new 2-tiered curriculum at Fanshawe College.

Five other methodology workshops covered a wide range of interests from Computers in ESL (Michael Carrier), Pronunciation (Suzanne Firth) and Visual Comprehension (Angela Buckham and Joy Croke), to using "Charlotte's Web" (Richard Handscombe) or junk mail (Nicholas Elson) as teaching tools.

A workshop entitled "Racism Affects Everyone" introduced the multicultural theme. Facilitator Donna Payne helped participants to understand some of their own stereotyping behaviours and "pre-judgements" using slides and a variety of simple group exercises. The content of the workshop was drawn from the Cultural Awareness Program kit newly compiled by English in the Workplace (London), for use in particular with workplace managers and supervisors.

Some of the issues raised by Donna Payne were expanded upon in the plenary by Enid Lee, supervisor of race/ethnic relations for North York Board of Education. As always, Enid was both provocative and inspiring. She described aspects of individual and institutional racism in the educational system as they are experienced by minority students. TESL members were challenged to do what they could to remove such insidious barriers to learning and thereby open the way to full and equal participation in Canadian life by all students.

TESL TORONTO MINI-CONFERENCE

The 10th annual TESL Toronto Mini-conference took place on Saturday, October 18, 1986, at Jones Avenue Public School. 240 ESL teachers and volunteers attended a total of 14 workshops. Here are reports on two of the workshops.

PRACTICAL TIPS FOR LITERACY

Presenter: Jean Unda

The objective of literacy is to extend the individual's control over his/her life. To achieve literacy, we must exploit not only the life-skills that an adult has already acquired, but also the

innate human faculties of memory, sight, sound, touch and feelings.

Jean made these points:

- Illiterate people are not slow learners. They are people who have not learnt the skills of reading and writing but have acquired other life-skills, which we should exploit in our classes.

- To teach reading, we should go from the oral language through meaning into some textualization of the material. Prepare students orally first, then go to print. This gives them confidence.

- Oral language should be practised in a meaningful context with the help of visuals to prompt memory.

- The students should work down from an overall understanding of the text to specific knowledge of individual parts. At this stage, it is important for them to do a lot of cutting and manipulation of words. This approach is concrete and gives students immediate feedback.

- Students should get a feel of the sentence before they are asked to write it. They should do a lot of copying before they are asked to spell, and learn to print before learning to write.

- Use reading and writing at the level required to function acceptably in our society.

Farhat Ahmad

ESL Teacher, Ontario Welcome House
Citizenship Development Branch
Ministry of Citizenship and Culture

HAVE YOU HEARD THE LATEST?

Presenter: Sheila Applebaum

Sheila gave participants the lowdown on ten new packages of listening materials (textual materials with cassette tapes). She also reminded us that adult students and teachers are really "partners in this ESL business." We should approach the teaching of listening skills with clearly stated goals. "Let them know why they're listening," she said. "Move

from simple to more advanced tasks, but always with a clearly stated reason for the exercise. If reading, writing, or reporting back is required, let them know before you have them listen." "Teach not test" were Sheila's watchwords. Listening exercises should not be threatening.

Sheila encourages step-by-step planning of lessons, active student participation, communicative urgency for remembering, and conscious memory work. Give students a chance to talk among themselves after an exercise. Vary the tasks. In one exercise, students might be asked to follow a map as people are talking (Making Sense). In another they might be asked to fill in a cheque based on a dialogue in a bank. At times students could be asked to listen for rhythm, stress and pitch in speech and to mark sentences accordingly (Clear Speech).

Teachers should not tell students everything that will come up in an exercise; otherwise the whole purpose of prediction will be lost. Let them listen and make inferences; let them work in groups to figure things out. Let them predict what may happen in another sequel (Keeping Up With the Joneses).

Include exercises on the phonological code, grammatical code, on the message at sentence level, on variations of language style or communication situation, and on the total meaning of a passage.

Sheila bases her approach on Joan Morley's principles of teaching listening skills. They include specific selection of the teaching point, the focussing of students' attention, actual listening and completion of a task, and feedback on student performance. The latter should come from students themselves and their peers first. We can ask students how they feel they are progressing, show them how we feel they've progressed, and make suggestions as to how they may improve. Sheila reminded us that we mustn't create listening classes merely to justify being in the classroom, but to foster active listening, thinking and remembering. Here are the kits which may be sampled at Toronto Board of Education's City Adult Learning Centre at Danforth and Broadview.

1. Aitken, R. (1983) Making Sense (Nelson)
2. Aitken, R. (1983) Loud and Clear (Nelson)



Marion Tacon

Sheila Applebaum illustrates a point in her workshop at the Toronto TESL mini-conference.



Guenther Zuern

The Conference 2000 equipment in the middle of the table links this TESL Ontario Conference session with teachers in four other places across Ontario.

3. Aitken, R. (1983) Overtones (Nelson)
4. Boyd, J.R., Boyd, M.A. (1982) Before Book 1 (Regents)
5. Weinstein, N. (1982) Whaddaya Say (Prentice Hall)
6. Gilbert, J.B. (1984) Clear Speech (Cambridge)
7. Schecter, S. (1984) Listening Tasks (Cambridge) (Sheila's favorite)
8. Pint, J. 1983 Telephone Talk (Oxford-Permagon)
9. Rost, M./A. (1981) Listening Contours (Lingual House-Tokyo)
10. Phillips, C. (1985) Keeping up with the Joneses (OISE).

Frank Marshall
 ESL Teacher, Ontario Welcome House
 Citizenship Development Branch
 Ministry of Citizenship and Culture

The annual TESL Ontario conference hosted about 1,000 ESL teachers and volunteers in November, 1986. Below are reports from several of the sessions.

A DIFFERENT KIND OF WORKSHOP

The 1986 TESL Ontario annual conference went "beyond the walls," offering one session to four points beyond Toronto. People in Dryden, Sault Ste. Marie, Thunder Bay and Windsor were able to participate in the session "Pronunciation for Learners of ESL: strategies for helping Vietnamese students with specific problems."

Beginning with a videotape, produced by Suzanne Firth, Janis Galway, and Peter Avery, the workshop offered the participants an opportunity to watch adult students at the Toronto Office Skills Training Project perform specific office tasks. Their pronunciation problems were then diagnosed by the workshop presenters, Suzanne Firth and Janis Galway.

The workshop participants, connected by teleconferencing equipment, were able to ask the presenters questions and to

discuss among themselves some of the issues arising from the presentation.

Sidney Pratt, of the Ministry of Citizenship and Culture, facilitated the teleconferencing aspect of the session, showing the observers at the Toronto session how teleconferencing can be used to promote professional upgrading to points around the province and to help teachers meet each other and discuss common problems.

CAN COMPUTERS BE COMMUNICATIVE?

Computer-assisted Language Learning (CALL) has received considerable fanfare in recent years. To find out what the excitement was all about, I tried out a variety of ESL software. Unfortunately, these programs were mostly mechanical drills, which used unnatural, decontextualized language and generally required fairly advanced English skills. Essentially, they were electronic grammar exercise books which would contribute little to the development of the kinds of communication skills adult students need for survival.

In an effort to find out if computers could be used communicatively, I attended a colloquium on the use of computers at TESL 86. The colloquium brought together a panel of teachers, researchers and program administrators who were actively using computers for ESL instruction. The colloquium consisted of informal discussion groups followed by hands-on experience with a variety of software.

The content of the discussions was very informative, and at times quite surprising. The members of the panel preferred using non-ESL software with their students. They had found that authentic material, i.e. commercial software developed for business or entertainment, is more imaginative, flexible and motivating than software specifically designed for ESL.

Computer games and software which simulate real life problem-solving situations were found to be most

effective and offered the greatest potential for language acquisition. This became quite apparent during the hands-on part of the colloquium when I played with a program called "Where is Carmen San Diego." This was a simulation/problem-solving game which followed international thieves around the world. The game involved a variety of options and clues which gave information about the geography, history, economy and culture of countries around the world. The information was quite educational and accompanied by colourful visuals. The game was also very exciting to play. An informal cluster of people spontaneously developed around the screen and became very involved in the game's progress: "What should I do now?" "Why don't you..."; "Oh, oh. You should've..."; "Do you think...?" "That's a great idea!" The program provoked precisely the type of communicative interaction that is essential to the development of oral communication and socializing skills.

Interesting and engaging software programs such as this one can facilitate the development of other language skills as well. The informational content of the programs can help develop reading skills, and provide the basis for oral and writing follow-up activities. One of the teachers uses this particular program along with the World Almanac. This provides students with additional practice in skimming and scanning.

Group activities also solve the very prevalent problem of a shortage of computer equipment. Through teamwork at the keyboard, a single computer can be effectively used to serve a large number of students. Once finished with a program, a group can teach another group how to use the program. Also, the computer can be utilized as part of a series of activities.

My concerns that students would need a fair degree of technological sophistication and typing skills were unfounded. Teachers on the panel found that students quickly learned how to hunt and peck at great speed and were not hampered by their lack of typing

skills. Also, students with limited education and very unsophisticated technical backgrounds were able to overcome their initial intimidation and easily learn how to use the computer to their advantage.

Attending the colloquium proved very worthwhile. It broadened my perspective and demonstrated that computers could be used communicatively. It also reinforced the belief that authentic materials can be extremely effective in the adult ESL classroom.

Guenther Zuern
Citizenship Development Branch
Ministry of Citizenship and Culture

REFLECTIONS

At the TESL Ontario conference in November, ESL teachers listened intently to Carlos Yorio as he advised us to get together, talk things over and learn from each other, not only when there is a conference, but at other times as well. ESL teachers from university classrooms and from community classes, on this occasion, sat side by side, drank in his message and returned, as always, to their respective solitudes. Pity.

On reflection, it is easy to see why the worlds of the university and community ESL teachers are separate and apart. What we ought to ask ourselves, however, is this: are our students best served by this separation?

In the university and community settings, teacher priorities are dictated by the needs of their students. The needs differ as a result of student population and goals. In the university, they are more academic. So

the teaching focus is on the four language skills. In the community classroom ESL takes on a different dimension. Student needs are, in the main, life-skills oriented. Their teachers have to prepare them for a new life in a new country. The task facing them is therefore very immediate and often formidable as the students may range in age from teenager to senior citizen, the educational background may vary from no schooling to post-graduate, and the goals are often diverse.

So we have two groups of teachers involved in the same endeavour---English as a second language---but approaching their tasks in two different ways and operating in two different worlds. Their knowledge of each other's world is, at best, nebulous. If the two groups got together to share experiences and exchange ideas both could gain something. The university teachers, on the whole, are better trained (linguistically) than the community class teachers and are good facilitators. The community teachers, however, have a better knowledge of community resources, a deeper understanding of non-native speakers, and are good counsellors.

By getting together they could get an insight into each other's areas of expertise and the students would be the ultimate beneficiaries. How about the TESL affiliates organizing workshops for the express purpose of bridging the gap between the two worlds----workshops to which both university and community class teachers would be invited not as presenters/audience but as learning partners.

Phyllis Amber
Community Support Section
Ministry of Citizenship and Culture

Teaching Tips

TAKE THE FEAR OUT OF FIRE

Many ESL community classes are held in public buildings where regular fire drills are mandatory. Why not take advantage of this experience to teach English? Here are some suggestions:

A. Use the task: Write down the procedure. (The following is an example and can be modified to suit your particular class.)

1. Go to the nearest fire exit.
2. Walk downstairs.
3. Leave the building.
4. Wait for the all-clear bell.
5. Come back inside.

- a). Basic classes can learn the directions by following the teacher's actions and then by instructing one another.
- b) Intermediate students can review verb tenses by changing the imperatives to simple present, past, and future.
- c) Advanced students can study the conditional tense - "If the fire bell rings we will..." Or they can practise reported speech - "The teacher told us to ..."

B. Use the language:

1. The words fire, flame, flare, fume, hose, and smoke all are spelled with silent "e" and have long vowel sounds.
2. Many compound nouns are formed with "fire" e.g. firefly, firecracker, bonfire, firearms, fireplace.
3. Many idioms use the language of fire: burned up, burning desire, fan the flames, catch fire, fuel the fire.

C. Use the telephone: Practise calling to report a fire. A sample conversation might be:



Sidney Pratt

911: Emergency
Caller: I want to report a fire
911: I'll connect you
Fire Dept: Fire Department
Caller: I'm calling to report a fire. My stove is on fire.
Fire Dept.: What's your address?
Caller: _____
Fire Dept: What's the nearest main intersection?
Caller: _____
Fire Dept: Get everyone out of the house. We'll be there right away.

*Possible substitutions for stove are: kitchen, house, dryer, garage

D. Use the newspaper: Stories about fires are very common news items:

1. For a basic class, choose a picture of a fire to practise question and answer techniques.
2. For an intermediate class, choose a short article, preferably with a picture, to practise listening or reading skills.
3. For an advanced class, cut out several articles about fire and separate them from their headlines. Then have students work in groups to match them up. This exercise provides practice in reading as well as group discussion.

E. **Use the Fire Department:** Most city fire departments will gladly visit adult ESL classes and give presentations on fire safety. They may provide suitable handouts as well. Call your local fire department and ask for the Fire Prevention Department.

Sue Eaman
North York Board of Education

USING THE NEWSPAPERS TO DEVELOP READING SKILLS

LEVEL: Intermediate, advanced

A good way to introduce newspaper reading to students, who often feel intimidated by newspapers, is to prepare a scanning exercise. In this kind of reading assignment, students look quickly to find specific kinds of information, for example, certain words and numbers. This type of exercise is fun because there is an element of competition to see who can find the answers the fastest, and by its nature forces students to read more quickly, a skill that always needs practice. It also helps students to feel more confident about their reading ability and many begin to read newspapers on their own.

Scanning questions that apply to a specific edition could include questions about the headlines (what is the headline about Ottawa?), pictures, food advertisements and classified ads, etc. Scanning questions that can be used over again with other newspaper editions are ones dealing with features found in every newspaper, e.g., weather details and temperatures in Toronto and other cities, circulation, page numbers of certain sections in the front page index and the classified ads index, etc. Newspaper terminology (front page, by-line, headlines, press services, etc.) can be taught at the same time. When students have finished, they can check their answers with a partner.

Jeanne Robinson

MATERIALS FOR TEACHING VOCABULARY IN WRITING CLASSES

Purposes: To help students use vocabulary more accurately and appropriately, increase their vocabulary range, and to show them how to improve independently.

Materials and use: These materials are teacher-prepared worksheets containing a small number of words with a common meaning. For example, a sheet on words with negative meanings may include doubt, lack, etc. The students fill in specific types of information about each word (e.g. affixes, connotations, accompanying prepositions) [for example, doubtful, in doubt about. Editor], supply its correct form in an illustrative context, and write additional examples or find more from their reading. They complete these worksheets as homework and correct and discuss them with the class. The worksheets then become vocabulary reference guides which the students can use as they would a thesaurus or dictionary when they write.

Selection: The teacher chooses vocabulary items for the worksheets based on the level, needs, and usefulness for the students' writing tasks. For example, when students begin to use the word big excessively in their assignments, a worksheet on words with the common meaning of big will help expand their vocabulary range.

Follow-up: Although most students actively use the worksheets as resources, it takes a few attempts for them to effectively incorporate the vocabulary into their writing. Therefore, it is important for teachers to continue to encourage and guide the students as they progress. Finally, to facilitate the students' move toward independence, it is important for teachers to conscientiously sensitize students to the variety of information about words that they must know to write effectively.

Judy Hunter
December, 1986

Parent and Preschooler News

COURSE REPORT

Teaching English as a Second Language in the Multicultural Preschool

Twenty preschool supervisors and assistants from across the province participated in a TESL course in Toronto sponsored by the Ministry of Citizenship and Culture, from September 8 to September 12, 1986.

The objective of the course was to provide training for teachers working in the Newcomer Language and Orientation Classes (NLOC) programs on how to teach ESL to immigrant children from a variety of cultural backgrounds.

The course outline included a session on a foreign language, a visit to the Ministry Resource Centre, two sessions on inter-cultural awareness, two sessions on phonology, three sessions on ESL preschool methodology, a session on volunteer training, and a wrap-up session in teacher evaluation, assignments and a course evaluation.

All participants living outside of Metro Toronto were provided with hotel accommodation, meals and travel costs by the Ministry. Those participants living within Metro Toronto were provided with travel and meal costs.

The objective of the trainers' course was to train supervisors to design and co-ordinate teacher training workshops and courses in their own areas. They were required to provide a written evaluation and make recommendations for future workshops and courses based on their assessment of course instructors, course content, teacher evaluations and assignments.

Muriel Schwartz
Co-ordinator
Preschool Teacher Training



Theresa Dipaolo is leading the discussion around the children's pet gerbil at COSTI-IIAS.

TRIP

Each year we try to arrange a trip to a local point of interest as a culmination of our year's work.

We try to find a place within thirty minutes' travel time that would interest both adults and children and that is free or inexpensive.

Our trip to Fort Malden was such an occasion - Fort Malden is a National Historic Park on the Detroit River in the town of Amherstburg. It figured predominantly in the War of 1812.

Prior to our trip we arranged with our guides at the Fort that they would give us a brief description of the activities at the Fort. We explained the limited English of some of our students plus the age group - parents and preschoolers. This is very important so the interest level does not drag through a lack of understanding.

We chartered a bus for the ride to Amherstburg. Each person or family brought their own picnic lunch which was eaten at the park.

Once at the park we divided into two groups each with a guide. We visited the museum, the barracks, a soldier's home, and walked along the river. At the completion of the tour, both groups met at the barracks for a marching display and musket volley. While in the barracks, the adults and children were allowed to dress in the soldiers' uniforms - a highlight of the visit plus an ideal situation for picture taking.

This trip was very successful offering a wide range of activities that could be discussed later. It also made the students aware of some of our Canadian history and gave them a place they could visit with the rest of their family at a later date.

Helpful Hints When Taking Trips

1. Check the bus fares. There is usually a set fee for 3-4 hours. Arrange a trip to be completed in this time limit or you could end up with an expensive daily fee.
2. Have the adults make lunch arrangements for the children attending elementary school. Invite their kindergarten children to come on the trip. This prevents stressful situations if you are later than the usual class times.
3. Each parent is in charge of her own child on the trip. The teacher and volunteers help the families with more than one child.

Maureen Stewart
Preschool Supervisor
Forest Glade Community Centre
Windsor

PRESCHOOL MULTICULTURAL BOOKS

Good multi-ethnic children's books are not plentiful on the market. For this reason, I was doubly pleased to obtain the following books for our preschool program.

- Yashima, Taro. **UMBRELLA.** Penguin Books Canada Ltd. Markham, Ontario, 1985.

Momo is a little girl living in New York City, born of Japanese parents. On her third birthday she receives two gifts, a pair of red rubber boots and an umbrella. Momo is exasperated with the long wait for a rainy day to try out her beautiful new presents. Well illustrated, colourful soft pastels used. The text is well written and is appropriate for young children.

- Breinburg, Petronella. **MY BROTHER SEAN.** Penguin Books Canada Ltd., 1978.

Sean, a black boy, is just starting to go to school and he feels intimidated at first. Sean was fortunate in having a teacher in Nursery School who was sensitive to his feelings and helped him overcome his separation anxiety.

- Aruego, Jose and Ariane. **A CROCODILE'S TALE.** New York: Scholastic Book Services, 1972.

A Philippine folk story, very colourfully illustrated, perfect for preschoolers. The story is about a little boy and his adventures with a crocodile he found tied to a tree at the edge of a river.

- Tanaka, Shelly. **MICHI'S NEW YEAR.** PMA Books, 1980. (available from Irwin Publishing), Thornhill, Ont.

A young Japanese girl finds adjusting to Canada a difficult process until friendship with other Japanese Canadian children and a traditional New Year's ceremony help to build a bridge between her old life and the new. It is illustrated with detailed and delicate watercolours throughout.

- Flournoy, Valerie. **THE BEST TIME OF DAY.** Random House of Canada, Toronto, 1978.

As William goes through his busy day, he decides what time of day he likes best. His favorite time of day is early evening when he looks out the window and sees a big man walking toward the house - it's daddy! Daddy's home! This is a well illustrated and colourful book. The children can relate to many of the activities that William participates in during the course of the day. It stimulates conversation among the children. (A West Indian family living in the United States)

- Tom Botting (Translator) **THE MITTEN.** Malysh Publishers, Moscow. A Ukrainian Fairy-Tale.

It is a story of an old man walking in the forest with his dog. He drops one of his mittens which is found by a little mouse. She decides to live in it and soon other animals in the forest join her. The dog eventually finds it and gives such a loud bark that the animals rush out of the

mitten and run helter-skelter through the forest. The book is shaped like a large mitten. The illustrations are very colourful. The animals are wearing Ukrainian embroidered garments, and the furnishings inside the mitten are decorated with Ukrainian designs. The children know this is not a true story but enjoy the fairy tale.

- Rice, Eve. **OH, LEWIS!** Markham, Ont. Penguin Books Canada Limited, 1979.

It's fun to go shopping on a wintry day with prim sister Ellie and Mama, but Lewis's boots will come unbuckled; his jacket won't stay zipped; his mittens fall off, and other things happen. This is a delightful story - lots of descriptive words. The simple illustrations make it easier for the children to understand the story. The book is excellent for use when learning about winter clothing - part of a winter theme.

Ellen Chapman
Preschool Supervisor
Runnymede Language Project
Toronto



Solange Bernal is from Chile. She is enrolled in the COSTI-IIAS preschool program in Toronto.

PROGRESS OF ALEXANDER

Alexander is a 3-year old Chinese boy. He enrolled in our ESL program in September, speaking no English. Alexander did not speak at all in our class. His mother wanted us to teach him to print. I explained that her son must verbalize the alphabet first. Circle time, puzzles, artwork---all these mediums---facilitate language development.

Alexander would always stop and look at one of us before attempting an activity. We would nod to him, gesture and lead him over to the activity, verbalizing where we were going and what we were doing.

Approximately six weeks into the program, we did our ritual "Tidy-up

Time." Alexander stopped, looked at his fellow classmates and said in a clear and distinct voice, "Tidy-up time." He proceeded to tidy up on his own. What an exciting day! I told his mother. She said that she and her husband were worried about their son. "Did this mean he understands English?" I replied happily, "Yes, Alexander understands."

Rosemary Scotchburn
Preschool Assistant
Dallington P & P Program, North York

BUTTER MAKING AT FAIRVIEW

Ingredients:

- 250 mls. Whipping cream
- 2 Baby food jars
- Lots of hands to shake the jars
- Fresh rye bread

Method:

Making fresh butter was interwoven into the morning's program rather than being a separate activity. It served as a get-acquainted exercise and was successful in pulling us into a social and learning situation.

Two jars were half-filled with cream and lids tightly secured. I started to shake one, and handed the other to one of the parents and asked her to shake it for a while. After each person shook a jar for a minute, the jars were passed to two other people whose names were called out.

Due to the fact that we were not yet familiar with each other's names, it was quite a task finding people, even though we were all wearing name tags. Parents and teachers assisted the children in finding the person whose name was called.

There was a lot of language and laughter in the room as we tried to pronounce some of the children's names. The Japanese and Korean moms helped with the intonation (sounds).

Finally everyone had a turn and in the end we had lumps of soft creamy butter. Everyone gathered about to see the final product and to taste it.

The parents were delighted with this exercise, and we all were better acquainted. Together we enjoyed our very own butter on fresh rye bread----
DELICIOUS!

Language:

- | | |
|------------------|----------------|
| - whipping cream | - give it to.. |
| - jars/lids | - solid |
| - liquid | - butter |
| - shake the jar | - taste |
| - spread, etc. | |

Mary Barnswell
Fairview Public Library P & P Program
North York

EGGS AND KIDS

A Teaching and Information package is available from The Ontario Egg Producers' Marketing Board at the following address:

Ontario Egg Producers'
Marketing Board
10th Floor
5799 Yonge Street
Willowdale, Ontario
M2M 3Y3
416/223-5330

Contents of package:

Growth Chart
Balloons
Snack Recipes
Colouring Sheets
Information Sheets
Educational Resources Sheet
Craft Ideas
Egg Decorating Sheet

Gonnie Christie
ESL Nursery Supervisor
Folk Arts Council of St.
Catharines

Journals and New Resources

FROM THE JOURNALS

Other than at conferences and workshops, one way that ESL teachers meet each other and exchange ideas is through the professional journals. If you belong to TESL Ontario, you receive TESL CANADA. You may find other journals for ESL teachers at your local university or community college library. If you are in Toronto, the Ministry of Citizenship and Culture Resource Centre has a large selection of professional journals of interest to ESL teachers. Here are selections from four.

"Basic Components of a Successful Citizenship Course," Tracey Derwing and Murray Munro. TESL CANADA JOURNAL, March, 1986.

In this thought-provoking article, the authors tell us about the citizenship course they developed in Edmonton in order to satisfy "the broader needs" of immigrants with low proficiency in English.

The course consists of six two-hour sessions and covers a wide range of relevant materials, particularly those that impact on the everyday lives of the students.

The article sets out the way the program was designed and gives details of the content, methodology and approach used to guarantee the success of the students who take it. It argues that "the ultimate goal of a citizenship program is not only to provide students with the necessary information to pass a test, but to help immigrants become active, functioning citizens in a free society."

Every course co-ordinator or teacher involved in the delivery of citizenship programs should read this article.

* * * *

"Teaching Speaking Skills, from role play to communicative competence...", Sue Scullard. British Journal of Language Teaching, Autumn, 1986.

In this article, Sue Scullard states that "most learners given a choice will express the primary desire to learn to

speak and understand the target language." She then goes on to explain her approach to facilitating students in acquiring oral/aural communicative competence by way of information-gap activities.

Role play, she feels, is merely one small step along the way to achieving communicative competence. Information-gap activities provide the students with the opportunity to develop both productive and receptive skills necessary for communicating. The article discusses seven examples of information-gap activities from the simplest type (organizationally) such as student interviewing which is appropriate at any level of linguistic competence, to activities with inherent information and opinion gaps and activities involving the students in free discussion. Scullard sees these techniques progressing not in a linear but rather a cyclical manner, re-occurring with each new topic or function.

The author considers this approach psychologically sound, progressively involving the student more actively in the learning process and modifying the role of the teacher to that of a facilitator. The care the author takes to draw out the strengths and weaknesses of each activity makes this article particularly useful for the inexperienced teacher.

* * * *

"ESL Teacher Education: five principles", Maureen Hynes. TESL CANADA JOURNAL, November, 1985.

Very often, when people set out to design teacher education curricula, there is not enough input or feedback from the teachers who have to work with the curricula. The author proposes five principles against which any curriculum should be measured. A teacher education curriculum should:

- i) foster inquiry and problem-solving.
- ii) be supportive. The training environment should provide varied forms of feedback as well as adequate

resources in terms of time and facilities for both pre-service and in-service ESL teachers.

iii) be collaborative and participatory. If all the participants from curriculum designers to learners contribute not only to program evaluation but also to the design of evaluation instruments, the needs of the program are served in several ways at once.

iv) be integrative. Teacher-training courses tend to present a very fragmented view of language learning and teaching. The student is left to synthesize these.

v) be critical. Observations arising from the curriculum should be open for discussion in teacher education programs.

* * * *

The **Modern English Teacher (MET)** is a magazine written by teachers of English residing in different parts of the world for teachers of English everywhere. Published four times a year, the journal focusses on specific themes and areas of teaching, such as reading, using real things, group work, and summer activities. Each issue contains useful practical teaching ideas. Some issues include articles on more theoretical aspects of teaching, and book reviews.

The Summer '86 issue carries an article, "Story telling: a key to communication," by Branka Hill, outlining the three stages of an activity surrounding a story by O. Henry, "The Gift of the Magi"---a pre-listening activity, story telling without giving the title, and follow-up activities. The follow-up activities involve spontaneous reactions from the students including discussions of personal experiences of a similar nature. The result was that students became interested in reading independently.

You may not be a lover of comics in the classroom, but the comic strips on pages 34-35 of the same issue of MET might prompt a change of heart and give you an idea of how to teach a basic level class how to express likes and dislikes using the gerund, "She likes eating apples."

The Autumn '86 issue contains an interesting article by Ian Scott, a materials writer from the United Kingdom, entitled "Test-based teaching materials for beginners and intermediates." In it, the writer expresses concern that materials based on natural texts are not being introduced into the learning process early enough and that there is an over-emphasis on isolated sentences and "showcase texts" which make it difficult for students to see a relationship between their knowledge of the real world and the texts they use.

He gives three sample exercises aimed at training students: i) to recognize reference items for participants in a text; ii) to allocate reference items to participants, i.e. to determine what person, number and gender refer to each one, and iii) to produce chains of reference items. This last-mentioned activity involves giving the students a copy of a text with reference items for two of the participants missing. These items include pronouns, adjectives, subjective completions. The students have to complete the text appropriately.

Scott finds this a much better approach to developing reading comprehension skills than by asking students questions to which the successful answer involves repetition of a given sentence structure

Reviewed by Phyllis Amber
Community Support Section
Citizenship Development Branch
Ministry of Citizenship and Culture

* * * *

The following journals often contain useful information for both experienced and inexperienced ESL teachers. Check out your local public or university library to see if copies are available or ask your librarian to subscribe to one or another of these for ESL teachers in your area. Addresses are supplied for your convenience.

Modern English Teacher
Centre Educatif et Culturel Inc.
8101 boul. Métropolitain est
Montreal, Quebec H1J 1J9

TESL Canada Journal
(available with membership in the TESL
Ontario Association)

Subscription Secretary
TESL Canada Journal
Faculty of Education
McGill University
3700 McTavish
Montreal, Quebec H3A 1Y2

ELT Journal

Journals Subscriptions Department
Oxford University Press
Walton Street
Oxford OX26DP
England

The British Journal of Language Teaching

Mrs. E.A. Dyson
21, The Green
The Paddocks
Charlbury
Oxon OX73QA
England

Note: If you wish to subscribe for
yourself, first check with your local
library to see if a Canadian
subscription agency handles any of the
British journals.

The books listed below are available on
loan from the Ministry of Citizenship
and Culture, Resource Centre, to Ontario
residents. Contact: Resource Centre, 77
Bloor Street West, 9th Floor, Toronto,
Ontario M7A 2R9 (416 965-6763). Library
hours are 10:00 a.m. to 4:00 p.m.
Readers who live outside Toronto may
borrow books by mail.

* * * *

PRESCHOOL PUBLICATIONS

**Alerta: a Multicultural, Bilingual
Approach to Teaching Young Children** by
Leslie R. Williams and Yvonne De
Gaetano with the Alerta Staff. Don
Mills: Addison-Wesley, 1985.

Angel Child, Dragon Child, by Michele
Maria Surat. Milwaukee: Raintree
Publishers, Inc., 1983.

Children Are Children Are Children, by
Anne Cole, Carolyn Hass, Elizabeth
Heller, Betty Weinberger. Toronto:
Little, Brown & Company, 1978.

Lazarus Laughs, by Christiane Duchesne,
Adapted by Rosemary Alison. Toronto:
James Lorimer & Company, 1977.

**Music: a way of life for the young
child**, by Kathleen M. Bayliss and
Marjorie E. Ramsey. Toronto: C.P. Mosby
Company, 1982.

Open Minds to Equality, by Ellen
Davidson and Nancy Schniederwind.
Englewood Cliffs, Prentice-Hall, 1983.

Play Together, Grow Together, by Dr. Don
Adcock and Dr. Marilyn Segal. White
Plains: The Mailman Family Press, 1983.

* * * *

ADULT RESOURCES

**A Conversation Book: English in Everyday
Life, Book 2**, by Tina Kasloff Carver and
Sandra Douglas Fotinos. Revised
Edition. Englewood Cliffs:
Prentice-Hall, 1986.

**Approaches and Methods in Language
Teaching**, by Jack C. Richards and
Theodore S. Rogers. Cambridge:
Cambridge University Press, 1986.

**Children and ESL: Integrating
Perspectives**, edited by Pat Rigg and D.
Scott Enright. Washington: TESOL, 1986.

Developing a Northern Curriculum, by
Audrey Anderson. Red Lake, Ontario:
Adult English Education Committee, 1986.

Second Language Performance Testing,
edited by Philip C. Hauptman, Raymond Le
Blanc, and Marjorie Birgham Wesche.
Ottawa: University of Ottawa Press,
1985.

Take Part: Speaking Canadian English, by
Lucia Petrusiak Engkent and Karen P.
Bardy. Scarborough: Prentice-Hall
Canada Inc., 1986.

Technology and Language Testing, edited
by Charles W. Stanfield. Washington:
TESOL, 1986.

**Wordplays 1, Wordplays 2: Six Short
Plays**, edited by Alan Durband. London:
Hutchinson and Co., Ltd., 1982.

**MINISTRY OF CITIZENSHIP & CULTURE
REGIONAL SERVICES-OFFICE LOCATIONS**

TORONTO

10 St. Mary Street
2nd Floor,
Toronto, Ont. M4Y 1P9
Tel. 416-965-6597

BARRIE

114 Worsley Street
Barrie, Ont. L4M 1M1
Tel. 705-737-0543

OTTAWA

Rideau Trust Building
11th Fl., Room 1102
1 Nicholas Street
Ottawa, Ont. K1N 7B7
Tel. 613-566-3728

BELLEVILLE

280 Pinnacle Street
Ste. 3
Belleville, Ont. K8N 3B1
Tel. 613-968-3474

SUDBURY

200 Elm Street East
4th Floor
Sudbury, Ont. P3C 5N3
Tel. 705-675-4383

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Dryden, Ont. P8N 3B3
Tel. 807-223-3331

SAULT STE. MARIE

390 Bay Street
3rd Floor
Sault Ste. Marie, Ont.
P6A 1X2
Tel. 705-759-8652

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1825 Arthur Street East
Thunder Bay, Ont. P7E 5N7
Tel. 807-475-1683

TIMMINS

22 Wilcox Street West
2nd Floor
Timmins, Ont. P4N 3K6
Tel. 705-267-8018

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8th Floor
Box 2112
Hamilton, Ont. L8N 3Z9
Tel. 416-521-7229

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30 Duke Street West
4th Floor
Kitchener, Ont. N2H 3W5
Tel. 519-578-8200

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London, Ont. N6A 5K6
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Tel. 416-685-7397

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Windsor, Ont. N9A 6V9
Tel. 519-256-5486

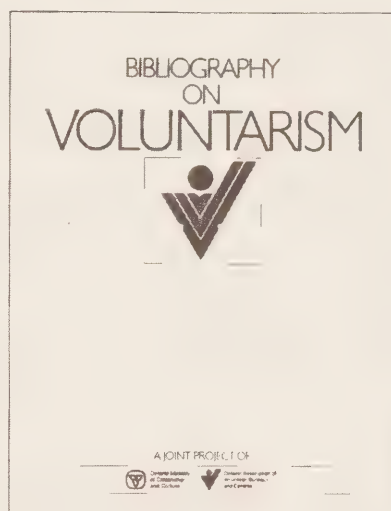


Ontario Association of Volunteer Bureaux and Centres
Association des centres d'action bénévole de l'Ontario

BIBLIOGRAPHY ON VOLUNTARISM

NOW AVAILABLE!

The Ontario Association of Volunteer Bureaux and Centres, in co-sponsorship with the Ontario Ministry of Citizenship and Culture, is pleased to announce that its **Bibliography on Voluntarism**, a 2-year project undertaken by a professional librarian with the co-operation of numerous volunteer organizations and universities, is now available for sale. This bound volume lists over 1,000 entries, including periodicals, newsletters and books by their location in Ontario for easy access by users. Over 100 subject headings relevant to voluntarism and to the management of volunteer organizations have been identified, ranging from advocacy to youth as volunteers.



Send for your copy today by detaching and mailing the form below to the Ontario Association of Volunteer Bureaux.

YES! Send me _____ copies of the **Bibliography on Voluntarism**. I enclose \$23 per copy ordered which includes all postage and shipping charges. Cheque or money order only please.

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Total amount enclosed \$ _____

4 Robert Speck Parkway, Suite 330
Mississauga, Ontario L4Z 1S1 Telephone (416) 272-4955

English At Work: A Tool Kit For Teachers

is an exciting new multi-media package of learning materials that uses the workplace as a starting point for language learning. Five units introduce activities around these theme areas:

- The Histories of Immigrant Workers
- Jobs within the Industrial and Service Sectors
- Work Relationships
- Working Conditions
- Work, Home, and Community Life

English At Work: A Tool Kit For Teachers

offers tools that encourage active and relevant learning:



- A History Book of photos and story told by an immigrant family
- A set of 85 top quality photographs representing the production process and work relationships in six different kinds of workplaces
- An audio-tape "radio show" dramatizing communications situations that workers encounter daily
- A package of 30 cartoon flash cards on health and safety themes
- A 5-piece photo-poster tracing a day-in-the-life of a worker
- A 150-page teachers' manual giving step-by-step instructions for developing active learning situations and providing tips on how teachers can produce their own material.

The production of **English At Work: A Tool Kit for Teachers** involved over 20 teachers, and many supervisors and workers who provided their own images and stories as a basis for the material. The project was coordinated by Deborah Barndt, with Mary Ellen Belfiore as language development consultant and Jean Handscombe as supervisor. The kit was sponsored by the Community Outreach in Education Foundation and funded by The Ontario Ministry of Citizenship and Culture, the Atkinson Foundation and The North York Board of Education.

English at Work: A Tool Kit for Teachers can be purchased by individuals, school boards and other educational institutions, libraries, companies, and labour unions. The kit is an important collection for all workplace teachers, meeting a wide variety of needs.

How to order

English at Work: A Tool Kit for Teachers

ISBN 1-55000-000-4 Cdn \$60.00 per kit
(10% discount on orders of 10 or more kits)

Mail or call your order to:

Community Outreach in Education (CORE) Foundation
5050 Yonge Street, North York, Ontario, Canada M2N 5N8
Tel: (416) 229-5520

There will be a Cdn \$5.00 shipping and handling charge per order. Please allow four weeks for delivery.

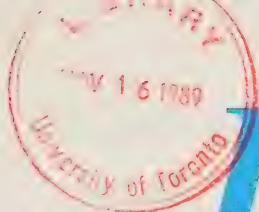
CORE is a non-profit charitable foundation dedicated to producing innovative educational resources.



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of Citizenship
and Culture

Lily Munro
Minister





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Interchange

A NEWSLETTER FOR COMMUNITY SETTLEMENT, INTEGRATION AND LANGUAGE TRAINING PROGRAMS

FALL 1989

PROFILE NLOC program at Thunder Bay Multicultural Association

These days there are no clanging bells, wailing sirens or even fire engines at the old firehall on Court Street in Thunder Bay. Instead, the firehall is now home to the Thunder Bay Multicultural Association and its numerous programs, including the Newcomer Language/Orientation Classes.

The move into the fire hall by the Thunder Bay Multicultural Association is a story of true community involvement. The firehall, which was built in 1907, came on the market a few years ago. People involved in the multicultural programs, including NLOC, jumped at the chance to own their own building. They had, like so many programs in the province, been operating out of basement quarters.

Money to help buy the old building came from the Ministry of Citizenship, the Ministry of Northern Development, the Trillium Foundation and the Thunder Bay community. The people of Thunder Bay donated money, ran bingos and garage sales to raise funds while still others generously donated their time.

The building was renovated to have an exterior finish similar to 1907, and some of the original interior features were retained.

The Centre was officially opened in January of this year by the then Minister of Citizenship, Gerry Phillips.

SERVING THE ETHNIC COMMUNITY

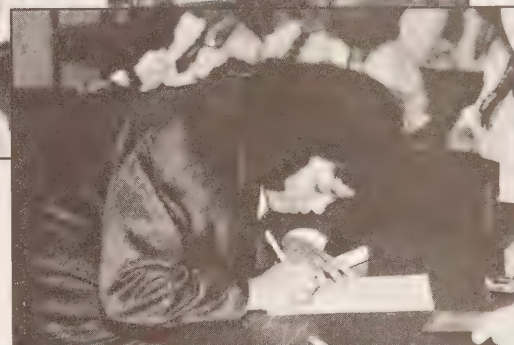
The NLOC co-ordinator at the new Centre is Rita Vidlak. Rita, who was born in Finland, had been the Immigration Services Co-ordinator in

Continued on page 2.



Above: Citizenship Court at the Thunder Bay Multicultural Centre, April 18, 1989.

Right: Signing of documents after the swearing in ceremony.



New Literacy and Language Training Resource Centre for Ontario

More than \$4 million in federal-provincial funding is being allocated to provide a new literacy and language training resource centre in Ontario.

The centre will be the first of its kind in the province. It will provide reference and teaching materials in English and French for practitioners and trainers working with adults. It will cover literacy and English and French as a Second Language training. The centre's resources will be accessible province-wide through

the public library system.

The centre is scheduled to open in September, 1990, during International Literacy Year. It will be located in Metro Toronto, possibly at a site near the Metro Toronto Reference Library which will be responsible for its day-to-day operation.

Support for the centre comes from the City of Toronto, the federal government and the provincial ministries of Citizenship, Culture and Communications, and Skills Development.



Ministry of Citizenship Bob Wong
Minister

Continued from page 1.

Thunder Bay for three years. She took a couple of years off to raise a family, then came back as the NLOC co-ordinator in 1985. She explains that the Multicultural Association, which was formed in 1972, is the umbrella organization for Thunder Bay ethnic groups. One of its main objectives is to promote and publicize multiculturalism.

The Multicultural Association is also very active and concerned about the integration of new immigrants to Thunder Bay. Many immigrant services are in place to help these people.

The Interpreter Access Centre has paid interpreters available around the clock to provide help in seven languages. Then there are 250 volunteers in the language bank who can interpret in more than 30 languages. The Centre also has a very busy Immigrant Settlement and Adaptation Program (ISAP) with two part-time settlement workers. A refugee claimant worker helps individuals who are awaiting their hearing to receive landed immigrant status.

Thunder Bay's close proximity to the American border means many claimants enter via the United States.

VARIETY OF PROGRAMS OFFERED

Operating hours at the Multicultural Centre are Monday to Friday 8:30 to 4:30. The NLOC programs, which started in 1979, include ESL, Information and Orientation sessions and Citizenship classes. English classes are offered at two locations in the city. About 90 adults are enrolled during the day and evening sessions. Rita, who visits these schools once or twice a week, says learners come from a wide range of ethnic backgrounds. Some have been in Canada for a few weeks, others for many years.

ESL classes are co-sponsored by the Lakehead Board of Education. Along with adult ESL, preschool

ESL classes are offered at one of the locations. This program now caters to infants as well as preschoolers. Two years ago some changes were made in equipment and staffing to accommodate children three months to five years old. The morning program accommodates 13 children with three staff. An afternoon preschool program was offered for six months through Employment and Immigration Settlement Language Training Program (SLTP) funding.

TAX SEMINAR A HIT

NLOC citizenship classes were first offered six years ago and they continue to be very successful. The eight-week sessions are usually held three times a year. The local citizenship judge has been impressed with the commitment of the course's graduates.

Information and orientation class topics have varied greatly over the years. Rita says she has seen a lot of changes from the hectic days of the arrival of the Vietnamese in the late 70's. The Poles came after 1981 and now, people from Central America and Rumania are arriving.

"The needs of the people change," she says, "and so we must change our program to meet these needs."

Among the many programs developed have been seminars on police, women's health, small home repairs (electrical and plumbing), education and nutrition. The latter gave the group the chance to cook. It was fun and it was useful. Classes are usually designed to meet current interests and needs of the newcomers. Then again, some topics that are selected with the best intentions just don't get the expected support (e.g. ESL for seniors and first aid). Other classes such as how to get into the college or university system and assessing foreign educational equivalency were overwhelmingly attended.

One of the most popular workshops, however, is the Income

Tax class, which started five years ago. Accredited accountants volunteer their time for three nights a week. Last year, 105 returns were processed for immigrants. Rita says the accountants' association now calls the Centre to find out "what are our dates" for the seminar?

COMMITMENT IS THERE

Rita's background as a social worker helps her in many of the day-to-day NLOC programs. "I like what I do. I like the challenge of trying to meet the changing needs of our clients. It's sometimes frustrating, but on the whole, it's rewarding. And I'm lucky to work with wonderful people. Everyone in the program has a high sense of commitment," she says. As co-ordinator of NLOC, Rita sits on several committees including literacy, immigration services and education.

While the Multicultural Association serves the city of Thunder Bay, the Multicultural Association of Northwestern Ontario (MANWO) looks after outlying areas. Both groups can consult easily as MANWO has offices in the new Multicultural Centre as does the Multicultural Youth Association.

The Thunder Bay Multicultural Association has a 30-person board of directors and represents more than 100 ethnic groups. Two of the directors are native people who generously offer their perspective on cultural awareness.

The Multicultural Association and the NLOC programs are now reaching into the schools to encourage multicultural education and cross-cultural awareness.

Yvonne Burgess

NOTE: The Thunder Bay Multicultural Association publishes a quarterly newsletter, *Northern Mosaic*. For more information, contact: Northern Mosaic, 17 N. Court St., Thunder Bay, Ontario, P7A 4T4, Tel: (807) 345-0551.

Ministry of Citizenship welcomes new minister

In August, Robert C. Wong was appointed as the new Minister of Citizenship. Mr. Wong, who previously headed up the Energy Ministry, has been MPP for the riding of Fort York in Toronto since September, 1987.

Active in community affairs, he was a founding director of MTV Channel 47, Canada's first multilingual television station. He also worked as special advisor to Canada's first Secretary of State for Multiculturalism.

A former vice-chairman of the board of directors of Dominick & Dominick Securities Inc. and earlier, a special assistant to the Minister of National Health and Welfare, Mr. Wong holds a degree in mathematics and physics and a master of business administration degree. As well, he has studied economics and computer science and has authored and co-authored textbooks on computer science.



MC staff welcome Robert C. Wong (left) to the Ministry of Citizenship.

Outstanding Achievement Awards for volunteers

The Volunteer Awards Program is about to mail out the 1990 nomination forms for its two awards. While one of the awards, the Volunteer Service Awards, has earned itself the kind of profile which makes further description unnecessary, the other award is less well-known. It is the Outstanding Achievement Award (OAA) and is given out to individuals, non-profit organizations or businesses for exemplary service in the field of voluntarism.

Since you may well have someone in mind for this kind of recognition, it might be of interest to know about some of the recipients from last year and the basis on which they were chosen:

DR. WILSON HEAD,
TORONTO
for his advocacy of racial harmony.

**THE CANADIAN UKRAINIAN
OPERA ASSOCIATION,**
TORONTO
for introducing the little-known classical music heritage of Ukrainian-Canadians to the Canadian stage on a professional level.

MARGARET ROSE CHANDLER,
BRANTFORD
for her work in the area of heritage preservation and local history.

RICHARD CHARLES LYONS,
THUNDER BAY
for his lifetime commitment to stimulating interest and pride in Native culture.

MARGUERITE MCRUER,
ATIKOKAN
for initiating the kind of volunteer projects that have become an integral part of her city.

LUCIA MELNICK,
KENORA
for her contribution to the cultural life of Kenora.

DR. KAI MING KAN,
TORONTO
for his pioneering fundraising activities.

**PROFESSOR GILBERT
ROBINSON,**
TORONTO
for a lifetime of devotion to the immigrant community.

Further details can be obtained from the Volunteer Awards Program at (416) 965-7505.

The deadline for nominations is December 15, 1989.

Citizenship Development Branch: *What does it do?*

The following is the third in a series of articles explaining the functions and services of each of the four sections of the Citizenship Development Branch (CDB) of the Ministry of Citizenship.

ORGANIZATIONAL DEVELOPMENT SECTION

CDB's Organizational Development Section (ODS) consists of two units:

- **Multicultural Development and Training Unit**
- **Settlement and Integration Unit.**

The section works with government, community organizations, businesses and institutions to help develop culturally appropriate services to ensure equal access to people from all racial and cultural backgrounds. Section staff help these sectors train their staff in intercultural communication, and support programs and services which assist the social and economic settlement and integration of immigrants and refugees to Ontario. In addition, ODS staff work with organizations to increase their use of creative forms of management and problem-solving methods which value a variety of perspectives and ways of doing things.

ODS staff help organizations in a variety of ways, including:

- community outreach and programming
- maintaining a pulse on community needs
- networking with community groups
- developing culturally appropriate materials, programs and services

- intercultural communication
- organizational development in culturally pluralistic settings
- training/orientation.

ODS programs include:

WIFE ASSAULT INITIATIVE

Within the five-year provincial commitment to prevent wife assault, the Ministry of Citizenship (MC) ensures that immigrant women are informed on the issue of wife assault and have equality of access to services. To date, Cultural Interpreter Pilot Projects have been developed in various parts of the province and will be expanded to three additional sites in 1989/90. An AV resource, *You Are Not Alone*, was produced as an educational tool for immigrant women and translated into eight languages. Training programs provide workers and professionals assisting victims of wife assault with cross-cultural awareness and information on issues affecting the lives of immigrant women.

MULTICULTURAL WORKPLACE PROGRAMS (MWP)

MWP programs are designed to improve communication among all levels of staff within an organization, so that all can function more effectively on the job. Such programs address intercultural training needs including job-specific and race relations training. They are custom-tailored to the needs of the organization to reflect the day-to-day needs of specific workplaces. MC provides grants to selected community colleges, boards of education, and community-based agencies, to co-ordinate the development and delivery of MWP programs for the private and public sectors. A newsletter, the MWP Trainer, is published twice yearly to keep people informed about

issues related to communication in multicultural workplaces.

INTERMINISTERIAL CONSULTATIONS

ODS works closely with ministries throughout the provincial government to help implement the Multiculturalism Strategy introduced in 1987. The Multiculturalism Strategy states that government policies, appointments and programs must reflect the cultural diversity of the province, and that general public services provided by the government must be sensitive to cultural values and traditions. An interministerial newsletter on multicultural issues, *New Directions*, is published twice yearly to keep government staff up-to-date on the changing demographics in Ontario and to help them develop culturally sensitive and appropriate services.

SETTLEMENT WORKER TRAINING AND DEVELOPMENT

Ministry-sponsored research identified the importance of training and educational programs to enhance the effectiveness of services provided by settlement agencies. The Settlement and Integration Unit provides consulting support to community agencies and educational institutions involved in the training of settlement workers. MC provided financial support to the Ontario Council of Agencies Serving Immigrants (OCASI) and George Brown College, Toronto, for the development and implementation of a two-phase settlement workers training course. Follow-up activities in this area are taking place in other parts of the province.

*Linda Rosenbaum
Organizational Development Section*

TESL training events co-sponsored by Ministry of Citizenship

The Ministry of Citizenship is pleased to announce that, to date, 16 training events are planned for 1989/90. These include workshops, mini-conferences and certificate courses at the local, regional and provincial level. Ministry support for training events takes various forms: consultation at the planning stage, provision of materials and resources, financial assistance and, occasionally, guest presentations.

Certificate courses are "in-service" — applicants are those already working with a co-sponsor as a volunteer tutor or instructor to provide language and orientation to refugees and immigrants in Ontario. Other events are open to a wider group of participants.

Individuals interested in participating in training should contact their local co-sponsor. The following training has been confirmed by the ministry with:

Durham Board of Education
5 Adult ESL Methodology workshops
Oshawa/Whitby area (Fall/Winter)
Glenda Brown (416) 579-1990

Peel Board of Education
TESL Instructors' Course (Fall)
TESL Instructors' Course (Winter)
Loretta Meaker (416) 271-7671

Toronto Board of Education
TESL Instructors' Course
Bilingual TESL Instructors' Course
Merrilee Brand (416) 393-0528

Sudbury TESL Affiliate/
Sudbury Board of Education
3 Adult ESL Methodology
Workshops (Fall)
Ellen Nelson
(705) 675-5481

TESL Ottawa Affiliate/
TESL Canada Summer Institute
Citizenship Instructors' Course
(July, 1989)

TESL Ottawa Affiliate
Mini-conference — October 14
Ellen Richard
(819) 994-5751

Waterloo Regional Roman Catholic
Separate School Board and Waterloo
County School Board
TESL Instructors' Course
Kitchener-Waterloo area
Pat Braida or Victoria Swift
(519) 745-1201

Training is also under discussion with:

Elgin Board of Education
Etobicoke Board of Education
Halton Board of Education
Hamilton TESL Affiliate
Metro Separate School Board
Metro Labour — Education and
Skills Training Centre
Kingston TESL Affiliate
Scarborough Board of Education
TESL 7 (Kitchener-Waterloo and
area)

Additionally, the Ministry has sponsored an ESL Literacy workshop for Metro and area NLOC and Continuing Education ESL staff (see Celebrating Literacy) and co-sponsored a provincial training of trainers event (see Provincial Consultation on ESL Literacy).

Boards of education, community colleges, agencies, TESL affiliates and community groups interested in co-sponsoring training should have a representative contact:

Kay Grandage
Co-ordinator, Special Training and
Development
Citizenship Education Section
Citizenship Development Branch
Ministry of Citizenship
77 Bloor Street West, 5th floor
Toronto, Ontario
M7A 2R9
Tel: (416) 965-1192

Welcome to Canadian English now available

Orders are now being taken for *Welcome to Canadian English, Part 1 & 2* and the *Teachers' Guide*. WCE is provided free of charge by the Ministry of Citizenship to **adult** ESL classes in Ontario (exceptions noted below).

WCE may be ordered by calling (416) 965-9919. However, instructors for any of the following boards should ask their supervisor for the contact person at the board who has been designated to place WCE orders: East York, Etobicoke, Halton, Metro Separate, North York, Ottawa, Peel, Scarborough, Toronto, York, York Region.

School-age programs, National Training programs and fee-paying programs are not eligible for free copies. They can purchase WCE from: Publications Ontario
Information Service and Mail Order
880 Bay Street
Toronto, Ontario M7A 1N8
Tel: (416) 326-5300

New NLOC programs

We would like to welcome the following new NLOC grant recipients. Their programs focus on language and orientation for immigrant women. For more details on these programs, please call the contact person listed for each organization.

Canadian African Newcomer Aid
Centre of Toronto (CANACT)
264 Dupont Street
Toronto, Ontario M5R 1V7
Sam Kotane Tel: 964-0004

Rexdale Women's Centre
925 Albion Road, Room 307
Rexdale, Ontario M9V 1A6
Fatima Filippi Tel: 745-0062

West Hill English Language
Program
62 Orchard Park Drive
West Hill, Ontario M1E 3T7
Barbara Crerar Tel: 284-4158

Overview of Ministry of Citizenship programs grants

The Ministry of Citizenship provides a number of programs grants. The following is a brief overview of these grants and their criteria.

Multicultural Service Program Grants (MSPG)

The MSPG program is designed to help maintain the stability of community-based organizations which deliver services and programs within the multicultural mandate of the Ministry of Citizenship. Incorporated, non-profit organizations with a primary focus on and successful record of delivering multicultural services and programs are eligible for operating grants. Funding categories are:

- settlement services for newcomers;
- intergroup and intercultural relations;
- integration of ethnocultural minorities.

Decisions regarding individual grants are based on factors such as scope of the programs and services; whether other organizations are providing similar services; and the needs and priorities identified in a particular geographic region or ethnocultural group.

Citizenship Development (CD) Grants*

The purpose of this two-stream program is to support community projects which encourage responsible citizenship and full participation as well as community initiatives which facilitate the integration of newcomers to Ontario. Grants support the promotion of cultural sharing and understanding, effective leadership and organizational development, voluntarism in the community and projects such as the

piloting of new programs or community service delivery methods, training of staff involved in working with immigrants, materials development, and needs assessment.

*Formerly Citizenship Development/ Newcomer Integration Grants

Newcomer Language/Orientation Classes (NLOC) Grants

NLOC grants provide support to community-based organizations offering official language, literacy, orientation and citizenship instruction for newcomers to Ontario. Funds are provided for outreach, co-ordination, and the provision of childcare as an adjunct to adult classes. Teachers or supervisors of volunteer teachers are normally paid by a co-sponsoring board of education.

Interpreter Services and Training Program Grants

The purpose of this program is to assist the access of newcomers, particularly those who are victims of wife assault, to mainstream service organizations and other mandated services. In 1987/88 projects were implemented on a pilot basis.

Community Project Grants (CPG)

This program supports a variety of activities related to the cultural/multicultural mandate of the ministry.

Eligible categories include:

- skills training;
- management and paraprofessional internship training;
- development of multiculturalism and citizenship materials;
- organizational development;
- presentation of multicultural events;
- purchase of resource materials and

equipment;

- race relations projects.

Matching funds and/or services in kind are required.

Community Facilities Improvement Program (CFIP)

This program provides, to groups within the mandate of the ministry, support for the planning, purchase, construction, improvement and renovation of cultural, multicultural or citizenship facilities. Matching funds and/or other forms of support are required.

Multicultural Workplace Program (MWP) Co-ordination Grants

This grant program provides support for boards of education, community colleges and community-based groups involved in the delivery of MWP programs and services. Its purpose is to improve the delivery of MWP by supporting co-ordination costs for marketing, conducting needs assessments and programming.

Application is by invitation of the ministry for organizations with successful experience and commitment to delivering Multicultural Workplace programs.

For information on full grants program descriptions and criteria please contact your Ministry of Citizenship Regional Office. A list of the offices and their locations is on page 16.

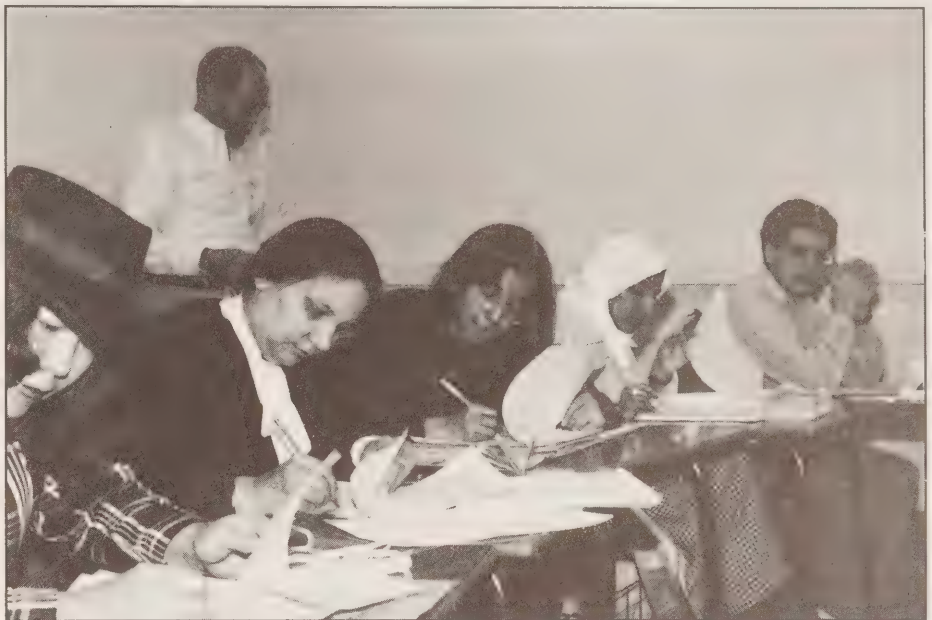
Cross-cultural counselling course builds awareness

Guide. Confidante. Teacher. Advocate. Saviour. According to participants in the pilot certificate course in Counselling Skills for Immigrant Settlement Workers, held recently at George Brown College, their clients may see them in any of these roles. Twenty people who work in ethno-specific or multi-ethnic agencies, providing services to immigrants and refugees, came together for eight days over an eight-week period for the course. For many of their clients who are unfamiliar with the language and culture, the settlement worker is a vital lifeline — a bridge to the mainstream services and culture.

The Ontario Council of Agencies Serving Immigrants (OCASI), in partnership with George Brown College and the Ministry of Citizenship, developed the course. The training gave participants, the majority of whom immigrated to Canada themselves, the opportunity to compare their experiences as counsellors and to share cultural information which enriched their understanding of cross-cultural counselling. The course included sessions on understanding one's own counselling values and processes, developing culturally flexible interviewing and assessment skills and exploring the advocacy role of the settlement worker.

"A whole new dimension opened to me as far as understanding my work as a settlement worker," wrote one participant after completing the course. The training increased participants' awareness of the complexity of the skills needed to do settlement work, and helped them develop the confidence, open-mindedness and cultural sensitivity necessary to do the work well.

This pilot course, and its predecessor which was held at the College's Nightingale Campus last year, represents the first formal training for settlement workers offered by an educational institution in Canada.



Participants in "Counselling Course for Immigrant Settlement Workers"

These pioneering projects have generated a great deal of interest in the field across the country, and have led to further new initiatives. An advisory committee has been established at the College, with representatives from settlement services and the Community Services Department, to investigate setting up a permanent part-time course for settlement workers. Also in the planning stages is a further collaboration between OCASI and George Brown College to write a training manual based on the two pilot courses.

*Janis Galway
Course Co-ordinator,
Counselling Skills for Immigrant
Settlement Workers Course
Reprinted with permission from LINKS,
George Brown College Community Newsletter*

For further information about these pilot courses, contact:
Settlement and Integration Unit
Citizenship Development Branch
17th floor, 77 Bloor St. West
Toronto, Ontario M7A 2R9
Tel: (416) 965-6621

Centre for Spanish-Speaking Peoples in new home

On September 28, the Centre for Spanish-speaking Peoples inaugurated its new premises located at 1004 Bathurst Street, Toronto. The Honourable Bob Wong, Minister of Citizenship, and other special guests were present at this ceremony.

The new premises were purchased and renovated with the financial support of the Ministry of Citizenship.

The Centre has been providing service to the Spanish-speaking community of Metropolitan Toronto for 16 years.

For more information about the Centre, call 533-0082.

Education Wife Assault training

The ministry's Education Wife Assault training initiative has received special funding for 1989/90 to bring this important information to adult NLOC and other community-based programs.

A workshop on how to successfully introduce this sensitive but critical issue in your ESL class is available. It includes a showing of the video *You Are Not Alone* and a kit of print materials prepared to assist instructors in introducing the topic. Information on trained resource persons who will visit classrooms and co-present the information is included.

Many adult second language

learners are unaware that wife assault is a crime in Canada. Their ESL classroom can be a safe and supportive environment for a discussion of this issue.

You are encouraged to consider hosting a workshop in your area. For further information please contact:

Kay Grandage
Co-ordinator Special Training and Development
Citizenship Development Branch
Ministry of Citizenship
77 Bloor Street West, 5th floor
Toronto, Ontario M7A 2R9
Tel: (416) 965-1192

Multilingual telephone information service

Information about schools and educational programs in the Toronto Board of Education system is now available by telephone in 11 languages. The Board began the program earlier this year. It works this way: people phone a special number (see below) and hear a recorded message in their own language. This tells them to leave their name and number and their questions, and that a person will phone them the next day to discuss their queries. A social worker or community worker from the particular linguistic group listens to the tape and phones the person in the evening.

The service, first offered in Italian, Greek, Chinese, Spanish, Vietnamese, Korean, and Portuguese has now added Tamil, Farsi, French and English.

Greg McClare, Chief Social Worker and Co-ordinator of the program for the Toronto Board, says most of the calls so far have dealt with how to find ESL classes, how to register for summer courses, where to find computer programs and programs for gifted students, as well as queries about Heritage Language courses. The Vietnamese, Chinese

and Korean communities have been the principal users of the service. However, a large number of people didn't complete their calls, hanging up when they heard the recorded message or leaving queries on subjects that were not relevant.

During the first three months of the service, half of the calls came from outside the Toronto Board's district. These callers were referred to the appropriate boards or services.

The program is advertised in the ethnic press. McClare expects the number of telephone hang-ups and irrelevant calls will decrease as people become more familiar with the system.

Toronto Board of Education information numbers

| | |
|------------|----------|
| English | 322-2030 |
| Chinese | 440-5882 |
| French | 322-2029 |
| Greek | 440-5881 |
| Italian | 440-5580 |
| Korean | 440-5885 |
| Farsi | 322-2027 |
| Portuguese | 440-5886 |
| Spanish | 440-5884 |
| Tamil | 322-2028 |
| Vietnamese | 440-5883 |

Rent review rules in nine languages

The Ministry of Housing has published literature on how to appeal Rent Review Board decisions in nine languages. In addition to English and French, *Appealing a Rent Review Decision* is now available in Italian, Chinese, Polish, Greek, Portuguese, Spanish and Hindi. A Vietnamese version is in production.

The brochure answers some frequently asked questions about the appeal process.

Also available, in English and French, are *A Guide to The Landlord and Tenant Act* (residential premises) and *A Guide to the Rent Review Process*.

These brochures can be obtained from offices of the Rent Review Hearings Board or through the Multicultural Agencies of Ontario. In Toronto, the publications are available from:

Rent Review Hearings Board
Head Office
10th floor, 77 Bloor Street West,
Toronto, Ontario M5S 1M2
Tel: (416) 963-2742

SEWS program

"I just hated to see the program end." "We were thrilled to be able to participate." "The project gave women more choices." "It wonderful. Teachers very nice."

These are just some of the many comments about the highly successful SEWS (Sewing, English and Work Skills) program in North York that ended this fall. The program involved thirty immigrant women who were paid \$7.50 an hour to learn English and to develop their sewing and crafts skills. Child care was also available.

It was a proud moment for the women when, watched by their families and friends, they received their graduation certificates at a special ceremony at the North York Board of Education on September 14. It would be hard to say, though, who felt the greatest achievement — the students or the teachers, co-ordinators, sewing instructors and others connected with the SEWS program. The enthusiasm for SEWS was infectious, and this was probably the key to its success.

The program was a co-operative effort between the CORE Foundation (Community Outreach in Education Foundation), the North York Board of Education and the Canadian Home Sewing and Needlecraft Association. The Federal Ministry of Employment and Immigration funded the project with a \$426,800 grant. This gave the women an income while they upgraded their language and sewing skills. This, in turn, meant they had a choice: they didn't have to take a dead-end job with little, if any, chance of improving their English.

The Executive Vice-President of CORE, Honey Kerr-Went, explained that SEWS gave women the chance to reflect on what they really wanted to do. Those who want to go into business for themselves received practical advice on how to do this from some of the many speakers who came to talk to the class. Others, because they had children or for other



SEWS program in North York combines language and sewing skills.

reasons, might prefer to work out of their homes.

The Supervisor of Overland Learning Centre, Janet Timbrell, said many women have already had job offers. She explained that one of the highlights of the SEWS program was the chance to take field trips to the Spadina fashion district, fabric stores and trade shows. Learners also did work stints in a factory or related industry. These placements ranged from doing fine bead work on wedding veils to industrial sewing.

Many of the women could already sew but all of them had to improve their English in order to follow instructions on patterns. The ESL and the sewing and crafts classes were closely interrelated. The language focus was on such things as sewing terms, types of fabrics, questions to ask when doing alterations and gambits for negotiation and job skills.

The sewing and crafts part of the program was also run according to rules that the women could find in the workplace. If people were continually late for class, they would be warned first, then docked money

if the lateness persisted. While this sounds tough, it demonstrated the realities of the workplace and could help prevent misunderstandings later in a job situation.

To qualify for the program, the women had to be either landed immigrants or to have a minister's permit indicating that they were awaiting landed status. They also had to have been in Canada for five months before the program started or have been unemployed for several months. As word of the program spread, the waiting list to get in grew quickly. However, the cutoff figure was set at 30.

The course ran for eight months at two North York locations: Overland Learning Centre (Don Mills) and Amesbury Middle School, the latter being for mainly Spanish-speaking women.

The teachers, in both the ESL and sewing/crafts classes, reported complete turnarounds in attitudes by the learners. Many who were very shy grew more confident after they made friends and were able to share

Continued on page 16.

Working Skills for Immigrant Women

The Working Skills Centre in Toronto has published a unique prevocational ESL manual, *Working Skills for Immigrant Women*.

Through the use of dialogues, case histories, group activities and a variety of self-evaluation and awareness activities, the manual helps the learners acquire the knowledge, language and other essential skills they need to realize their employment goals.

The manual consists of six units dealing with themes such as socializing, handling stress and identifying the skills which many women have developed in the home, but which they don't recognize as transferable to the workplace. Life skills and orientation topics such as OHIP, Workers' Compensation, job interviews, understanding pay cheques and human rights are also covered. An instructors' guide comes with the manual.

Written by Florence Guy and funded by the Ministry of Skills Development, this learner-centred manual goes far deeper than the average ESL text. It attempts to develop the positive learning strategies and attitudes towards self that many immigrant women need to succeed in the workplace.

Working Skills for Immigrant Women is an excellent learning resource. For more information or a free copy, contact:
The Working Skills Centre
604 King Street West
Toronto, Ontario
M5V 1M7

PRESCHOOL'90

An ESL Preschool Conference will take place on Friday and Saturday, February 23 - 24, 1990, at the King Edward Hotel, 38 King Street East, Toronto.

Conference information and registration forms will be sent to all NLOC programs by January 5, 1990.

For conference information please contact:
Muriel Schwartz
Co-ordinator, Preschool Teacher Training and Development
(416) 965-1192

Make It Multicultural — Musical Activities for Early Childhood Education

This manual by Paul Fralick focuses on a music- and song-based curriculum which fosters cultural awareness in preschool children.

The ideas presented are organized into themes and follow a particular format. Background information on various cultures is provided to assist teachers as a starting point only, as there are differences within any particular cultural group. Each unit includes a resource list of words and books.

Although music is the main focus, Paul has included extended experiences such as nutrition, creative art and children's books. The manual includes several suggestions for involving parents in their children's musical experiences.

A copy of this interesting resource will be sent to all preschool supervisors working in the NLOC programs.

Muriel Schwartz
Co-ordinator, Preschool Teacher Training and Development
Citizenship Development Branch

Resource kit for citizenship instructors

A new citizenship instruction resource has recently been produced by the Department of the Secretary of State. *MORE OF A WELCOME THAN A TEST: An Instructor's Resource Kit for Adult Immigrant Citizenship Preparation* is designed as a central reference document to assist instructors of adult immigrants to incorporate citizenship preparation in their classes.

The Kit consists of:

- Directory of Citizenship Instruction Programs and Services;
- Guide for Instructors of Citizenship Preparation Classes for Adult Immigrants;
- Citizenship Registration and Promotion Branch Information and Resources;
- Several departmental publications, including *The Canadian Citizen*, *A Look at Canada*, *National Anthem Poster* and *Oath of Canadian Citizenship*.

To obtain a copy of *MORE OF A WELCOME THAN A TEST*, write to:
Chief,
Education and Promotion
Citizenship Registration and Promotion
Department of the Secretary of State
Ottawa, Ontario K1A 0M5

Provincial consultation on ESL literacy

A provincial consultation on ESL literacy, hosted by the TESL Association of Ontario with the support of the Ministry of Citizenship, was held in Toronto on Sept 22 - 23, 1989.

It brought together graduates of the ministry's 1987/88 Training of Trainers ESL Literacy Course and key members of the TESL Association's ESL Literacy Special Interest Group.

Participants were joined by Dr. Pat Rigg, Consultant, American Language and Literacy, whose work in ESL literacy has won her widespread respect. Pat delivered the keynote address on the second day, and she participated in the working sessions on both days.

Another guest was Jill Bell, guest editor of the ministry's 1990 TESL Talk Special Issue on ESL literacy.

On the first day, participants gave an update on their recent involvement in ESL literacy, reviewed the ministry training course and made recommendations for an on-going provincial training scheme in ESL literacy.

Next, they designed a series of models for workshops and mini-courses. The model they designed for a three-hour Introduction to ESL Literacy workshop will be presented at the TESL '89 conference.

On the second day, participants planned for International Literacy Year, 1990, and then worked to develop a selected resource list for ESL literacy to be produced by the ministry. Finally, one group took part in a mini-workshop led by Joanne Millard, North York Board, on workshop facilitation techniques. The other group discussed assessment issues.

The consultation provided an opportunity for many working in ESL literacy to share their expertise

Continued right

MC projects for International Literacy Year



International Literacy Year is in 1990. Community literacy groups across the country are organizing activities to celebrate and promote literacy during that year.

The following are some of the special projects the Ministry of Citizenship will be undertaking during International Literacy Year:

- Special issue of TESL Talk on ESL literacy.
- Modules on ESL literacy for facilitators of training of trainers courses.
- Six photo stories to be published in The Ontario Times; these to be compiled into a tabloid with accompanying exercises and teacher's guide.
- Special supplement of learners' writings in The Ontario Times.
- Sponsorship of one-day consultation for Metro and regional graduates of ESL Literacy Training of Trainer's Courses to determine further training needs; these may include development of a flexible curriculum/course for ESL literacy learners.

and to strengthen the provincial network.

The results of their hard work are being compiled and will be made available as appropriate to other trainers and NLOC staff around the province.

Celebrating Literacy!

As part of the planning for International Literacy Year, 1990, a workshop to share suggestions for exciting programs which celebrate our ESL learners' writing and reading was held at the Centre for Christian Studies. It was enthusiastically attended by Metro and area NLOC co-ordinators and adult supervisors and Continuing Education department instructors and administrators.

We were fortunate to have as our guest Dr. Pat Rigg, Consultant, American Language and Literacy. Pat is an internationally distinguished presenter known to many of you through her work on the Language Experience Approach (LEA).

Pat delighted participants with the accessible manner in which she presented her theoretical beliefs and her many practical ideas. Her encouragement and example motivated us to develop our own plans for both programs and individual classes.

A brief summary of Pat's talk and a collection of the many ideas generated by the participants are being compiled and will be mailed to all the participants of the workshop. These ideas will also be published in the next issue of Interchange (Spring/90).

*Kay Grandage
Citizenship Development Branch*

Some guidelines for teaching listening skills

For many learners, listening is a difficult skill to develop. However, we can provide our learners with strategies for listening and appropriate opportunities for practice. The following are some guidelines for listening exercises.

- Prepare learners for what they will hear in an exercise by establishing the context and topic. For example, before attempting an activity in which they are required to phone for road conditions, familiarize them with a map of Ontario and relevant vocabulary such as “slushy” and “centre-bare”.
- Give learners a specific task to focus attention and to ascertain whether they have understood. They should know what to listen for.
- Use natural language at natural speed. Include natural redundancy, contractions and reduced forms. Repeat several times, if necessary.
- Make listening tasks relevant to learners’ experience, and not so difficult as to be discouraging.
- Teach learners how to ask for repetition and clarification.
- Test comprehension, not memory. Most spoken language comes in short chunks, and if we need to remember details we take notes.
- Listening and speaking go together as students interact with one another in pairs, small groups, and whole-class activities.

TYPES OF EXERCISES

Instructions

Learners listen and respond. Example: Actions: Stand up. Close your books. Show me your picture. etc.; Games: Bingo. Simon Says. etc.

Sequencing/Matching

Sequencing pictures according to a

story presented aurally. Choosing a picture to match an aural description.

Transferring

Receiving information in one form and changing it to another. Example: drawing from a description.

Transcribing

Listening and writing. Example: dictation; writing all the foods/colours/numbers heard in a taped conversation.

Scanning

Extracting specific information from input. Example: listening to a taped conversation and answering a few specific questions.

Extending

Going beyond what is heard. Example: reconstructing a dialogue in which alternate lines are missing; completing an unfinished dialogue or story.

Condensing

Reducing what is heard to main points; note taking.

Predicting

Guessing outcomes, causes, relationships based on information in a conversation or narrative.

Cloze

Filling in blanks in printed text while listening to the complete text.

Categories

Providing a chart with two columns/categories. Learners listen and make a check mark in the correct column for each item mentioned.

Reporting

Interviewing other learners. Listening to the responses and reporting back on the results.

Adapted from handouts for the workshop “Teaching Students How to Listen,” presented by Joan Kerr at the Peel Board of Education /Ministry of Citizenship TESL Instructors’ course.

Realia in a shopping cart

Here are some ideas for using realia to help your learners develop the oral skills and real-life reading skills needed for grocery shopping.

1. Use newspaper food ads to teach the concept of comparison shopping.
2. For a reading lesson, bring in labels from poultry and meat packages. Discuss the cost per pound as well as the “packaged on...” date. Use egg cartons for “large, extra large, medium ...”; milk cartons for “2%, partly skimmed, best before..”
3. Reading the ingredients on ice cream and other food packages can be an eye opener as well as the basis for a lesson on nutrition.
4. Cereal boxes, cans and frozen food packages make excellent realia. Collect them, price each one, and give the students shopping lists for a classroom store. For a role play, have one student be the customer and the other the cashier.
5. Bring in a variety of grocery items to teach units of quantity such as “a bag of, a can of, a box of, a kilo of, etc.”
6. Take a field trip to a local grocery store. Use the opportunity to look at the unit pricing signs and do some problem solving. Have students draw a map of the supermarket and label the aisles according to food categories.
7. Bring in grocery receipts which itemize purchases. Teach students to check these receipts for errors, and teach the language for correcting errors.

Adapted with permission from “Grocery Shopping in the Adult ESL Class” by Chris Larsen, TESOL Adult Education Newsletter, June/89

TESL'89: Events of special interest to NLOC adult program staff

The Ontario TESL '89 Conference will include many sessions directed at those who work with adults in community-based programs. The following are three very relevant sessions:

Survival Skills for Volunteers

Moderator: Kay Grandage, Ministry of Citizenship

Presenters: Ontario Welcome House instructors

Thursday morning, 3 hours

This workshop will address the needs of volunteers with little or no ESL experience or training. The focus will be on practical activities that work for student-centred classes. Topics will include teaching and learning with adults, linking language to the real world, and collecting and using ESL resources. Participants will be actively involved.

An Introduction to ESL Literacy

Moderator: Doreen Weston, Chair ESL Literacy Special Interest Group
Thursday, 3 hours

This workshop is for those with very little or no previous training or experience in ESL literacy. It will introduce participants to definitions of literacy, methodology, beginning reading and writing, materials development, and assessment.

ESL Literacy: the next step

Presenters: Mary Ann Gamble and Larry Iveson

Thursday, 3 hours

This workshop will be of interest to those who have previous ESL literacy experience and/or training. Graduates of the Ministry's Training of Trainers in ESL literacy course are particularly encouraged to participate in this session.

Kay Grandage

TESL '89

"OF SPECIAL INTEREST..."

17th
Annual
Conference



November
16, 17 & 18
1989

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
252 Bloor Street West
Toronto, Ontario

Teaching, Testing, Materials Design,
Administration, and Research in
ENGLISH AS A SECOND LANGUAGE/DIALECT

PRINCIPAL SPEAKERS

Professor Marcel Danesi, University of Toronto
Professor D. Scott Enright, Georgia State University
Professeur Nina Spada, McGill University
Professor Gordon Wells,
Ontario Institute for Studies in Education

SPECIAL GUEST

Hon. Bob Wong, Minister of Citizenship

For further information contact:
TESL Association of Ontario
Phone: (416) 593-4243

MC drop-in centre at TESL'89

Where? Ground floor mezzanine, just one flight of stairs up, overlooking ground floor and registration area.

When? Thursday, Friday and Saturday between 12 noon and 1:30 p.m.

Why? Meet ministry staff. Discuss our/your programs and materials. Network with one another. Have a hot cup of coffee or cool juice.

We look forward to seeing you!

Try this!

Do you have a favourite activity which you would like to share with the readers of Interchange? Your submissions will be most welcome. Please send them to:

The Editor, Interchange
Citizenship Development Branch
5th floor, 77 Bloor Street West
Toronto, Ontario M7A 2R9

WORD BINGO GAME

This game for basic-level learners uses item names rather than numbers, e.g. stamp, spoon, mitts, etc. I bring each of the items to the class in a box, and before playing Bingo the learners identify each of the items.

One of the more advanced learners can call out the Bingo items. The items are drawn from a box when the caller picks the word card out, e.g. a small card would have on it: B — scarf; G — clock; O — stamp; etc. The caller would say “under B, scarf; under G, clock; under O, stamp; etc.”

Players cover the items shown on their card with a Bingo chip (see illustration, right). The aim is to fill one line and eventually a full card. When a line is completed the winner calls BINGO! The winner then takes a turn calling out the next Bingo. The full card winner holds up the items as listed on the winning card and the other learners name the different items.

Mary Bishop, Etobicoke Board TESL Instructors' course

FIND SOMEONE WHO...

This activity is an excellent way to get learners talking to each other and learning more about each other. Prepare your class by teaching them the question forms they will need to complete the activity. Afterwards, tally the results and have the class discuss them.

To get you started here are some examples for a beginner class and a more advanced class.

| B | I | N | G | O |
|--------|--------|-------|-------|--------|
| glove | watch | fork | \$.25 | ring |
| scarf | belt | key | pen | stamp |
| ruler | nail | FREE | cup | \$.10 |
| pencil | knife | tie | clock | spoon |
| brush | wallet | plate | shoe | bottle |

Beginner

Find someone who:

1. has sisters
2. has brothers
3. is married
4. is single
5. is a mother
6. is a father
7. is an aunt
8. is an uncle
9. has daughters
10. has sons
11. has cousins in Canada
12. has parents in Canada

Thanks to Barbara Binn for the above suggestions.

Intermediate/advanced

Find someone who:

1. speaks three or more languages
2. has studied at university

3. has run his/her own business
4. has lived in three or more countries
5. has travelled somewhere you want to go
6. is a good photographer
7. plays a musical instrument
8. buys lottery tickets
9. writes two or more letters a week
10. wishes he/she were younger

The “Find someone who...” activity originates in the book *Caring and Sharing in the Foreign Language Class* by Gertrude Moskowitz (Newbury House, 1978. Distributed in Canada by Fitzhenry & Whiteside). This book includes many more activities based on the humanistic approach to language teaching.

Facilitating harmony in the ESL classroom

I have been teaching English as a Second Language to non-native speakers at various levels since 1969. My students come from a multitude of countries and it is not unusual to have 10-12 different nationalities learning to co-exist in one classroom. Due to such diversity, the potential for disharmony and disruption, and consequently, loss of valuable classroom learning time is present.

Experience has taught me that it is essential to foster a climate where differences in language, culture, customs, and life and educational experiences are celebrated. In celebrating our differences, an atmosphere of harmony and co-operation naturally evolves.

At the start of each new planting season the farmer instinctively knows to gently and patiently prepare the soil before beginning to sow the seeds. In a like manner, time and experience have guided me to lay the foundation for a community-oriented classroom climate before beginning to proceed with the prescribed learning tasks.

Just as the farmer's crops grow more lavishly and productively in rich soil, so do students learn more abundantly and naturally in a nurturing atmosphere.

At the beginning of each new semester, time is set aside to learn each other's first names and also some positive characteristic of each person. Time is also spent learning about each student's country, family, interests and occupational background.

Learning, whether it be to speak a second language, or to ride a bicycle is from my perspective a process. I try to keep the following characteristics of a process in the foreground as I am working with my students:

Characteristics of a Process

- (i) on-going
- (ii) imperfect
- (iii) natural
- (iv) changing — some times smoothly, other times bumpily
- (v) rhythmic
- (vi) self-regulating
- (vii) unique timing

I daily use these characteristics to test and measure what's actually happening in the classroom.

Seeds that are placed in the dark, cool soil require water and the warmth of the sun to encourage them to begin to sprout and to continue growing. Similarly, my students and I need to cultivate within ourselves certain ways of thinking in order for the learning process to keep flowing and not be blocked. Becoming aware of these attitudes and consciously practising them each day keeps a light and fresh spirit moving through the classroom. Each of the following contribute toward keeping the learning process vital:

- (i) Patience
- (ii) Perseverance
- (iii) Willingness
- (iv) Humour
- (v) Acceptance
- (vi) Open-mindedness
- (vii) Confidence

The farmer knows how much water and fertilizer to give his tender plants. My students and I also need

ESL bibliography

The Metropolitan Toronto Reference Library has an extensive collection of ESL books, audio materials, periodicals and bilingual materials. A bibliography of these materials is available free to ESL teachers and students. The publication *English as a Second Language in the Languages and Literature Department: a selected bibliography* can be obtained in person or by writing to:
Christine Smijak
Languages and Literature Department
Metro Toronto Reference Library
789 Yonge Street
Toronto, Ontario M4W 2G8
Tel: (416) 393-7177

ESL classes are welcome to take a tour of the ESL Languages and Literature Department facilities. For an appointment, please call 393-7177.

to have some knowledge about how we grow. We need to become aware of the differences between our competence and our actual performance. With this in mind, we can more readily laugh at ourselves and find joy as we build more competence and as our performance gradually reflects this. We need to know that the process is imperfect and that making mistakes is inherent and natural; then, we can more easily accept where we are and move on from there. We need to know the value for ourselves and others in feeling free to ask questions when we don't understand. We need to know our questions will be respectfully and carefully responded to. In working in such a community-spirited climate, we learn to support, enjoy and embrace our own and others' learning.

Bette-Jean Kasurak
ESL Instructor, St. Clair College

Ministry of Citizenship Regional Services Office Locations

BARRIE
114 Worsley Street
Barrie, Ontario
L4M 1M1
Tel: 705-737-0543

BELLEVILLE
280 Pinnacle Street
Suite 3
Belleville, Ontario
K8N 3B1
Tel: 613-968-3474

DRYDEN
479 Government Road
Dryden, Ontario
P8N 3B3
Tel: 807-223-3331

HAMILTON
119 King Street West
8th floor
Hamilton, Ontario
L8N 3Z9
Tel: 416-521-7229

KITCHENER
30 Duke Street West
4th floor
Kitchener, Ontario
N2H 3W5
Tel: 519-578-8200

LONDON
255 Dufferin Avenue
6th floor, Suite 601
London, Ontario
N6A 5K6
Tel: 519-679-7146

OTTAWA
Rideau Trust Building
1 Nicholas Street
Suite 612
Ottawa, Ontario
K1N 7B7
Tel: 613-566-3728

SAULT STE. MARIE
390 Bay Street
3rd floor
Sault Ste. Marie, Ontario
P6A 1X2
Tel: 705-759-8652

ST. CATHARINES
15 Church Street
Suite 406
St. Catharines, Ontario
L2R 3B5
Tel: 416-685-7397

SUDBURY
10 Elm Street East
4th floor
Sudbury, Ontario
P3C 5N3
Tel: 705-675-4383

THUNDER BAY
1825 Arthur Street East
Thunder Bay, Ontario
P7E 5N7
Tel: 807-475-1683

TIMMINS
22 Wilcox Street
2nd floor
Timmins, Ontario
P4N 3K6
Tel: 705-267-8018

TORONTO
10 St. Mary Street
2nd floor
Toronto, Ontario
M7A 2R9
Tel: 416-965-6597

WINDSOR
Duff-Baby House
221 Mill Street
Windsor, Ontario
N9C 2R1
Tel: 519-256-5486

Continued from page 9.

their experiences. And a strong "family" feeling developed among the learners and the teachers. Sewing teacher Pat Hembruff says one young woman even called her "Mum"!

One person who has high praise for the SEWS program is John Laurie, president of the Canadian Home Sewing and Needlecraft Association. "We're thrilled to have been part of the SEWS program," he said. Laurie was impressed by the teachers and by the concept of using a traditional skill, such as sewing, as a tool for hands-on learning for immigrant women. "The pride and commitment of the students and the instructors was very positive," he said, "and I would really like to see such programs expanded across the country."

Yvonne Burgess

For further information about SEWS, contact Honey Kerr-Went, (416) 229-5520

Interchange

Interchange is published for community settlement, integration and language/orientation programs by the Citizenship Development Branch of the Ontario Ministry of Citizenship. It is published twice a year, spring and fall. We welcome any submissions or comments.

For further information contact: Guenther Zuern, Editor Citizenship Development Branch Ministry of Citizenship 77 Bloor Street West, 5th fl. Toronto, Ontario M7A 2R9 (416) 965-4331

D2251 10/89 4M ISSN 0835-5681



Ontario

Ministry of Citizenship Bob Wong
Minister

Interchange

A NEWSLETTER FOR COMMUNITY SETTLEMENT, INTEGRATION & LANGUAGE TRAINING PROGRAMS

FALL 1990

PROFILE TESL at the Peel Board

Unique. Wonderful. A great success. Superlatives? Yes. But they also aptly describe the innovative training program by the Peel Board of Education to develop skilled English as a Second language teachers for adults.

It's unique in that paid teacher-mentors work with the trainees, and those trainees teach under the mentor's supervision. It's wonderful, describes how the trainees feel about the program. And it's a great success says the course trainer, Loretta Meaker, because the mentor system gives new teachers not only on-the-job training, but also instant access to what is going on in the community.

"Normally new teachers spend a year or more doing bookwork, phoning to build up contacts and learning about services in the community," Loretta says. "By working with a mentor, they receive that information straight away and can concentrate on the work in the classroom."

HOW IT GOT STARTED

The initial training program (without the mentor system) started in 1987-88. Half of the 50 participants then were volunteers in the region's NLOC program. The next one, in 1988-89 had 32 participants who had little or no training in ESL.

Still, there was a need to incorporate more practical training in the course. So Loretta, who wears two hats — lead teacher and teacher trainer — and Tony DaSilva, coordinator of Continuing Education

for the Peel Board of Education, developed the teacher-mentor system. Under the system, trainees observe ESL classes given by two different teacher-mentors, both of whom are experienced ESL teachers. This gives them the chance to see different teaching styles and helps them determine which one suits them best. As Loretta explains, "We start trainees slowly by having them teach a small portion of a lesson. The teacher-mentor then assigns more teaching, and eventually, the trainee is teaching a full class."

News about the next course soon spread. One-time advertisements placed in a Mississauga and a Brampton newspaper resulted in 200 responses for the 1989-90 course! All of the applicants were interviewed and 56 people were selected.

The 17-week course, one section held on Fridays and the other on Saturdays, was funded by the Peel Board of Education and the Ministry of Citizenship.

CULTURE SHOCK

The first session gave trainees a taste of what it's like to be a non-English speaker in a "new country". They were told to imagine themselves in their first classroom soon after their arrival. Their "teacher" then "taught" them in one of the languages from India. No English was allowed. It was an uncomfortable one hour for the trainees. Loretta says, "During the rest of the course, I kept reminding them of how they felt
Continued on page 8.



MC welcomes new minister

Elaine Ziemba is the new Minister of Citizenship. Her portfolio includes responsibility for race relations, human rights, seniors and disabled persons.

Ziemba is a social worker who was executive director of Meals on Wheels before her September 6 election as MPP for High Park-Swansea. She has also served as president of Social Services for Seniors, a Metro Toronto federation of community-based seniors' agencies. She lives in Toronto with her husband and two children.

The new minister singled out employment equity as one of her immediate priorities. "It is important to move ahead in implementing employment equity and educating the public about its many benefits," she said. "It encourages employers to look at applicants who, otherwise, might not be considered for many positions."



Ministry of
Citizenship

Ontario

Ontario Settlement and Integration Program

OSIP is a new Ministry of Citizenship grant program which incorporates the former Multicultural Service Program and Newcomer Language/Orientation Classes program. It is designed to provide operational support to community-based organizations which deliver services and programs within the settlement and integration mandate of the Ministry.

Incorporated non-profit organizations with a primary focus on, and successful record of delivering settlement and integration services and programs are eligible.

Funding categories are:

- direct delivery of settlement and integration services;
- co-ordination and support for settlement and integration services;
- newcomer language/orientation classes (NLOC).

Support under NLOC includes the co-ordination and delivery of official language, orientation, ESL literacy and citizenship education programs, as well as educational childcare as an adjunct to the program for adults.

Decisions regarding individual grants are based on factors such as:

- scope of the programs and services;
- whether other organizations are providing similar services;
- the needs and priorities identified in a particular region or ethnocultural group.

For more information on OSIP or other MC grants programs, please contact your Ministry of Citizenship Field Office. There is a list of office locations on page 8.

New NLOC programs

The following programs are new NLOC grant recipients in 1990. For further information about these programs, please contact the NLOC co-ordinator.

- Northwood Neighbourhood Services
16 Rivalda Road, 3rd floor
Weston, Ontario M2M 2M3
NLOC co-ordinator: Alex Hung Huy Le
Tel: (416) 748-0788
Provides a variety of social, recreational and educational services.
- Jewish Immigrant Aid Services in Canada
4600 Bathurst Street, Suite 325
Willowdale, Ontario M2R 3V2
NLOC co-ordinator: Sharon Rosenfelder
Tel: (416) 630-6481
Provides settlement and integration services primarily to Jewish immigrants and refugees.
- Polish Canadian Community Services
1579 Bloor Street West
Toronto, Ontario M6P 1A6
NLOC co-ordinator: Jolanta Klimaszewski
Tel: (416) 533-9471
Provides settlement and integration services. Also provides bilingual ESL classes targeted to Polish seniors.

NLOC co-ordinators: old and new

We would like to bid farewell to several NLOC co-ordinators who have left their positions to take on new challenges. Many thanks to Lisa Rumjohn-McKay, Kingston and District Immigrant Services, Florence Leung, University Settlement House, and Alice Hyung, Woodgreen Community Centre, for their contribution to the NLOC program over the years. We wish them all the best in their new endeavours.

We would also like to welcome the individuals who will be taking over these positions. The new NLOC co-ordinators are as follows:

- Mary Huggard
Kingston and District Immigrant Services
Tel: (613) 548-3302
- Bonnie Wong
University Settlement House
Tel: (416) 965-3444
- Maisie Lo
Woodgreen Community Centre
Tel: (416) 469-5211 Ext 236

TESL training events co-sponsored by the Ministry of Citizenship

TESL CERTIFICATE COURSES

In partnership with the Ministry of Citizenship, a number of Boards of Education are offering TESL certificate courses in 1990/91 as listed below. These are in-service courses for volunteers or instructors who are working with the sponsoring board.

- Metro Separate School Board
TESL Course (Fall/Winter)
TESL Course (Winter/Spring)
Carmela Guido
Tel: (416) 222-8282 Ext 2499
- North York Board of Education
Bilingual TESL Course (Winter)
Grainne O'Donnell
Tel: (416) 444-6217
- Peel Board of Education
TESL Course (Fall/Winter)
Loretta Meaker
Tel: (416) 271-7671
- Toronto Board of Education
— Bilingual TESL Course (Fall/Winter)
Marion Tacon
Tel: (416) 393-9640
— Unilingual TESL Course (Winter/Spring)
Merrilee Brand
Tel: (416) 393-0528
- Wellington County Board of Education
TESL Course (Fall/Winter)
Patti Polfuss
Tel: (519) 836-7281

WORKSHOP SERIES

- Durham Board of Education
5 TESL Workshops (Fall)
Glenda Brown
Tel: (416) 579-1990
- Etobicoke Board of Education
5 TESL Workshops (Winter/Spring)
Laurette Francoeur Tel: (416) 394-7365

For information about other TESL training events through local boards of education, contact the ESL co-ordinator in the Continuing Education Department of your board.

OTHER TRAINING EVENTS

Lauren Wenstrom, NLOC program consultant, made several presentations with the assistance of co-sponsoring agencies:

- Kingston and District Immigrant Services: presentation on Ministry of Citizenship materials for NLOC volunteer tutors.
- Sudbury Parent and Pre-schoolers Community Committee and Sudbury Board of Education: Two presentations, one on MC materials and one of a video, "Grammar in the Learner-centred Classroom" (available from the Toronto Board of Education. Call Elizabeth Taborek (416) 393-0528).
- Lauren and Roula Kovaio also co-ordinated a teacher-training event for instructors/co-ordinators from north-western Ontario, particularly Dryden, Kenora and Thunder Bay. See article in this issue, "TESL training event in Kenora".

MC EVENTS AT ONTARIO TESL'90 CONFERENCE

- Symposium: "Enhance Your Curriculum: Incorporate Social Issues" presented by staff of the Ministry of Citizenship.
- Workshop: Jean Unda presented the Ministry publication "The Facilitator's Guide for Training ESL Teachers" (3 modules).

TO PLAN A TRAINING EVENT

Boards of education, community groups, colleges, TESL Ontario affiliates or other agencies who wish to co-sponsor a training event, should contact:

Esther Podoliak
Co-ordinator, TESL Training and Development
Ministry of Citizenship
Citizenship Development Branch
5th floor, 77 Bloor Street West
Toronto, Ontario M7A 2R9
Tel: (416) 965-4331

Workshops in Kenora

On October 3 and 4, the Ministry of Citizenship hosted a one-and-a-half day teacher-training event in Kenora for ESL teachers, NLOC co-ordinators and representatives of boards of education working in northwestern Ontario. Teachers and co-ordinators from Thunder Bay, Dryden, Kenora, Red Lake and Sioux Lookout attended the sessions held at the Inn of the Woods in downtown Kenora.

The focus of the first presentation was on presenting social issues in the adult ESL classroom. The ministry's wife assault kit was used to provide a model and to highlight wife assault as an important issue for teachers to deal with in class. The participants started the day with an introduction and orientation to the issue, then viewed the video "You Are Not Alone", followed by work with both the teacher and student materials in a co-operative learning environment. Later, they had the opportunity to meet, listen to and network with local and regional experts on wife assault, including the Kenora Chief of Police, a representative of the Ontario Provincial Police, the director of the regional women's shelter, a Legal Aid lawyer and others.

On the second day, a three-hour workshop on how to teach grammar in a learner-centred classroom was presented by Anne Marie Guy. The participants viewed the video "Grammar in the Learner-Centred Classroom" and outlined their dreams and nightmares about teaching grammar.

Based on the results of the evaluation forms and the energy and enthusiasm of the participants throughout the day and a half, the event was an unequivocal success.

*Lauren Wenstrom
NLOC Program Consultant
Citizenship Development Branch*

Preschool teacher-training events

The NLOC preschool program is an educational program for immigrant children acquiring official language skills in English or French. The program curriculum fosters cultural awareness and provides opportunities for social, physical, language and cognitive development.

The following are preschool teacher-training events which have been sponsored by the Ministry of Citizenship for 90/91:

- A Multicultural TESL Preschool Teacher-training course for preschool supervisors working in NLOC programs was held in Toronto. The course was given in two parts. Part I took place in October, 1990, and focussed on intercultural awareness, multicultural activities and ESL methodology. Part II, which will take place in February, 1991, will centre on ESL through stories and songs and will include presentations of the assignments given in Part I. Nineteen preschool supervisors from Toronto, Oshawa, Ottawa, London, Fort Erie and Sarnia will participate.

- A series of three workshops for babysitters working in NLOC programs in Metro Toronto and Malton was offered in October, 1990. The first workshop dealt with health and safety standards as outlined in the NLOC criteria and guidelines, proper nutrition for snacks, and separation anxiety. The second session concerned program scheduling, flexibility within the schedule and the importance of play. Appropriate preschool creative materials were provided and participants were given an opportunity for a hands-on learning experience. The third session demonstrated the importance of age-appropriate and ethnocultural books. Examples of books were shown. The participants also learned a variety of songs and finger-play activities.

For more information about the NLOC preschool programs, contact: Muriel Schwartz, Co-ordinator, Preschool Training and Development Citizenship Development Branch 5th floor, 77 Bloor Street West Toronto, Ontario M7A 2R9 Tel: (416) 965-1192

Seniors in the ESL classroom

A series of four workshops on this topic was presented in the spring of this year by the North York Board of Education, co-sponsored by the Ministry of Citizenship.

- **Aspects of Aging: Special Needs of Senior Learners** was presented by Cindy Alcock, Co-ordinator, Education Department of Gerontology, Riverdale Hospital, Toronto. She discussed implications that the biological and behavioural changes related to aging have for learning in the classroom.

- **Differences in Methodology** was presented by Shirley Clinkard, ESL Instructor, Continuing Education, North York Board of Education. Differences and similarities between ESL classes for seniors and regular classes were pointed out. Participants learned how to adapt methodology, alter presentation, choose equipment and prepare the classroom for senior learners.

- **Appropriate Resources and Materials** was presented by Sue Eaman, ESL Teacher, Victoria Park

Continued next page

New TESL training videos

Two new TESL training videos have recently been produced by the Toronto Board of Education with financial assistance from the Ministry of Citizenship. The videos are currently being used as part of TESL training programs in Toronto and elsewhere in Ontario.

The first video, *Teaching Grammar in a Learner Based Classroom*, demonstrates a communicative approach to grammar instruction. It follows two Toronto Board instructors, Anne Marie Guy and Kathy Simo, as they go through the various steps in planning and delivering a lesson. These stages include assessing learners' needs, planning the lesson, introducing a grammar structure related to the learners' needs and then communicative practice of this structure. An accompanying trainers' manual elaborates on each stage of the lesson and makes further suggestions for study and use.

The second video, *Scenes from the ESL Classrooms*, consists of four

five-minute clips or "scenes" which illustrate different aspects of the adult ESL classroom. It deals with topics such as pronunciation, teacher talk and communicating effectively in the classroom. The scenes are intended to be used in conjunction with a TESL training course, and have been designed to give participants a common experience on which to base discussion activities and exercises. This video also comes with a trainers' manual.

The videos are available at reduced prices to Ontario educational institutions and community organizations supported by the Ministry of Citizenship through NLOC grants. For more information about the videos and how to order them contact:

The Toronto Board of Education
Adult ESL/ABE Program
70 D'Arcy Street
Toronto, Ontario M5T 1K1
ATTENTION:

Adult and Continuing Education
Officer

Continued from previous page
Secondary School, North York Board of Education. This workshop dealt with the selection, evaluation and adaptation of appropriate resources and aids for seniors.

• **Seniors in the Regular Classroom** was presented by Carol Keffer, ESL Assistant Program Leader, Continuing Education, North York Board of Education. The needs of seniors were contrasted with the needs of younger learners, and the motivation and contributions of seniors in the regular ESL classroom were discussed. Implications were discussed for choosing content and adapting material that would be appropriate for the class as a whole.

NORTH YORK SENIORS PROGRAMS

The North York Board of Education offers ESL programs for seniors at 13 different locations. Many of these classes are bilingual. In addition to the ESL classes, there are general interest courses for seniors, sometimes offered in languages other than English. For more information about programs for seniors at the North York Board, contact:
Ena Wallace,
Seniors Program Leader,
Tel: (416) 444-6217

Esther Podoliak
Co-ordinator, TESL Training and Development
Citizenship Development Branch

Helping You Bank

Your guide to
bank accounts, cheques
& banking machines



How do you write cheques?
Open a bank account? Use an automated banking machine? These are the kinds of questions answered in a new publication entitled "Helping You Bank: Your Guide to Bank Accounts, Cheques and Banking Machines," produced by the Canadian Bankers' Association.

Helping You Bank is designed for those who are new to the Canadian banking system. Although written in fairly plain English, it would likely be accessible only to advanced ESL learners. However, it is an excellent resource for ESL teachers who would like to prepare lessons on banking for beginner or intermediate classes.

The publication is clearly organized and well-illustrated. It covers topics such as:

- how to choose/open/use a bank account
- interest
- writing cheques
- automated banking machines
- banking services and terms.

For a free copy of Helping You Bank, write to:
Helping You Bank
Canadian Bankers' Association
Box 1500, Station A
Toronto, Ontario M5W 2N8

Here is a technique I use to introduce the verb “have” to my beginning, adult students. The exercise, which encourages the students to use all forms of the present tense verb is based entirely on the lives of the students.

When the students have finished asking questions, I furnish them with a tabulation sheet (class survey sheet). It has numbered spaces for the names of all the students in the class on the left side of the page. The names of the items appear across the top. Each student orally reports the "haves" and "have nots" of his/her partner to the class. The class writes the name of the student being described in the space provided, and as the information is reported, puts a check mark on the list for each item the student has, and a minus sign for each item the student does not have. Thus each student has to use his/her language skills to obtain and accurately report information about another student. When all students have reported, I have each student ask me one of the questions on the list, and fill in the answers about me, too.

We further practice question

One of the many by-products of this exercise was the reinforcement in learning the names of classmates. They had to be able to write, orally recognize, and later read back the names of all the other students in the class. They also found interesting similarities and differences which helped them cross cultural

You may find that the “haves” and “have nots” are not what you expect and can provide a good deal of class fun.

*Reprinted with permission from the
TESOL Newsletter Vol. XXIV, No. 3,
June, 1990.*

Ask your partner these questions and write a short answer. Then, answer the questions your partner asks you.

1. Do you have a television?
2. Do you have a brother?
3. Do you have a necklace?
4. Do you have a broom?
5. Do you have a guitar?
6. Do you have boots?
7. Do you have a hair dryer?
8. Do you have a stamp collection?
9. Do you have a picture of your family in your wallet?
10. Do you have a pet?

[illegible]

An innovative idea. Try it!

Add Citizenship to your ESL class and design a park while you're at it! Many of the learners in my class didn't know very much about having fun in Toronto, so I decided to work with them on a side of Toronto they weren't familiar with.

I displayed maps, posters and photographs of different kinds of parks in Canada around our room. Some of the ones I chose were Gros Morne National Park in Newfoundland, Banff National Park in Alberta, and High Park, Allan Gardens and Algonquin Provincial Park in Ontario. I asked the class to circulate and look at the pictures, to notice what they saw in the parks, and to guess their locations. Afterwards, I asked them to work in pairs to identify some differences in municipal, provincial and national

parks, and to present their findings to the whole class. We wrote their ideas on large sheets of paper, using their new vocabulary, and discussed which level of government is responsible for the operation and maintenance of each park. Other questions we addressed were "Is green space important in a city and in a country?" and "Who are the parks for?"

Every time I've done this activity with a class there has been an environmental issue in the news such as the Rouge River Valley Development or the Temagami Logging Road question. I've used newspaper clippings to elicit names of government leaders and political parties, and to help the learners develop strategies for reading the newspaper. We've looked for the different points of view in the articles,

and have determined what action the different groups were looking for. We discussed whether the issue was important to us, and identified possible sources of opposition.

The last activity I do with this theme is to have small groups design either a municipal, provincial or national park. The most original plan to date has been a "Love Park" for the city, proposed by a group of advanced students who were trying to avoid doing the task. They finally became enthusiastic about their idea and designed a site with heart-shaped benches, gazebos, a tunnel of love, doves, and ferris wheels — in short, everything you could ever ask for.

Trudy Kennell
Toronto Board of Education

Adjective order and usage

This activity is designed to help students understand how adjectives enrich English expression and create the mood of a text. It also teaches them the proper order of adjectives in a series while allowing them to learn more vocabulary from fellow students.

First, teach students the order of adjectives before a noun. This order can be deduced by studying a long string of adjectives in an example such as "The beautiful small red Italian sports car..." or by means of a chart. The order is as follows:

1. articles, numbers, demonstratives, possessives
2. general characteristics
3. size and shape
4. color
5. nationality
6. noun

When teaching the order, be sure to clarify there may be more than one adjective in any single category. For example, under general characteristics, the progression is generally from

shorter to longer.

Next I give them a jumbled list of words to place in proper order. For example:

1. *police two big those brown dogs* = Those two big brown police dogs.

2. *multi-colored Chinese that elegant vase* = That elegant multi-colored Chinese vase.

Following this portion of the lesson, I put the following story on the blackboard and ask students to fill in the blanks with appropriate adjectives. With more advanced groups, I do not permit the use of certain common words like good, nice, pretty and bad.

The _____ girl walked into the _____ restaurant. She looked around for a _____ table and sat down. A _____ man was watching her. "You are _____," he said.

"You are _____," she replied.

The number of blanks to be filled

in each position may be varied according to the level of the students. Even beginners can do this exercise for vocabulary-building with one blank in each position. Then I dispense with the explanation of adjective order.

Students may work individually, in pairs, or in groups. Stories are then shared. Unfamiliar words are explained (preferably by the students who supplied them). Stories are checked for consistency. For example, a young, elderly man is not acceptable.

As a variation for more advanced classes, you may specify the type of story to be written (romance, mystery, detective). The students generally laugh and learn together and some ingenious stories always emerge.

Joyce Winchel Namde
Reprinted with permission from the
TESOL Newsletter, Vol. XXIII, No. 6,
December 1989.

TESL at the Peel Board

Continued from page 1

during that session in order to make them more culturally aware of the many problems facing learners."

Among the topics in the course were lesson planning, listening and speaking, multilevel classes, reading and writing, grammar, literacy, citizenship, needs assessment, pronunciation and dealing with social issues such as wife abuse. Each trainee had to produce an "It Works" and present it to the class. As well, Loretta reviewed the trainees' lesson plans from the previous day (or night). She would also team teach with them. Trainees were expected to write reflections on their training experiences. And most important of all, they had to complete 40 hours of practice teaching.

However, the cost of paying the teacher-mentors was expensive so the next course, which started this fall (1990), will require only 20 hours, not 40, of teaching practice. Teacher-mentors will be paid an honorarium.

Loretta praised the teacher-mentors who, she says, are "more than willing to take the trainees into

their classes." There is a great deal of sharing.

BURSTING OUT IN PEEL

The catalyst for the ESL teacher training programs has been the enormous growth of the Peel region which is spread over an area three times the size of Barbados. It includes Caledon, Brampton, Mississauga, Port Credit, Malton and Bramalea. There are about 150 part-time ESL teachers of adult learners who are kept busy as enrolments continue to soar. According to Tony DaSilva, more than 8,000 adults had registered in ESL classes in Peel at the end of 1989. "We have the second largest immigrant settlement area in Canada, next to Toronto," he says, "and immigrants are continuing to move into the area."

One of the biggest challenges facing Peel is finding space for adult ESL classes. "We have 12 schools for our night classes. One has about 800 adults registered through the week. To cope with the numbers, we have had to cut special interest courses," Tony says.

The Continuing Education division

offers a wide range of courses such as one for immigrant women to develop their office skills, including work with computers and accounting. Other courses include literacy, Multicultural Workplace Programs (MWP), citizenship and pronunciation. The ESL component is also strong in the mainstream upholstery and accounting courses. ESL students have an ESL course over their lunch break.

Four NLOC programs are also in place — all of them with a pre-school component and all of them full. Two are in Mississauga, with one in Malton and another in Brampton. MWP programs funded by the Ministry of Citizenship, are now operating in some 40 different companies throughout Peel.

The planning of other programs has been helped considerably by the creation of MLAG (Multicultural Inter-agency Group), which acts as an umbrella organization for the many ethnic groups in Peel. It facilitates liaison between the Continuing Education department and the community.

Yvonne Burgess

Ministry of Citizenship Field Services

DRYDEN

479 Government Road
Dryden, Ontario P8N 3B3
Tel: 807-223-3331

HAMILTON

119 King Street West, 8th floor
Hamilton, Ontario L8N 3Z9
Tel: 416-521-7229

LONDON

255 Dufferin Avenue, Suite 601
London, Ontario N6A 5K6
Tel: 519-679-7146

OTTAWA

Rideau Trust Building
1 Nicholas Street, Suite 612
Ottawa, Ontario K1N 7B7
Tel: 613-566-3728

SAULT STE. MARIE

390 Bay Street, 3rd floor
Sault Ste. Marie, Ontario P6A 1X2
Tel: 705-759-8652

TORONTO

10 St. Mary Street, 2nd floor
Toronto, Ontario M7A 2R9
Tel: 416-965-6597

WINDSOR

Duff-Baby House
221 Mill Street
Windsor, Ontario N9C 2R1
Tel: 519-256-5486

Interchange

Interchange is published for staff of community settlement, integration and language/orientation programs by the Citizenship Development Branch of the Ontario Ministry of Citizenship. It is published twice a year, spring and fall. We welcome submissions or comments. For further information contact: Guenther Zuern, Editor, Citizenship Development Branch, Ministry of Citizenship, 77 Bloor Street West, 5th floor, Toronto, Ontario M7A 2R9. Tel: (416) 965-4331

D2388 11/90 4M ISSN 0835-5681



Ministry of
Citizenship

Ontario

Interchange

A NEWSLETTER FOR COMMUNITY SETTLEMENT, INTEGRATION & LANGUAGE TRAINING PROGRAMS

SPRING 1991

Intercultural Communication in the ESL classroom

ESL teachers are no strangers to multiracial and multicultural environments. For a long time, our guide word has been "sensitive". Remember how many times we were advised to "be sensitive!" when it came to race and culture?

Teachers have a long tradition of caring for students, and sensitivity has always been part and parcel of the job. No doubt sensitivity is a valuable commodity, but the practice of treading softly is somewhat of a defensive measure. A more proactive way of preparing ourselves is to develop good intercultural communication skills and strategies.

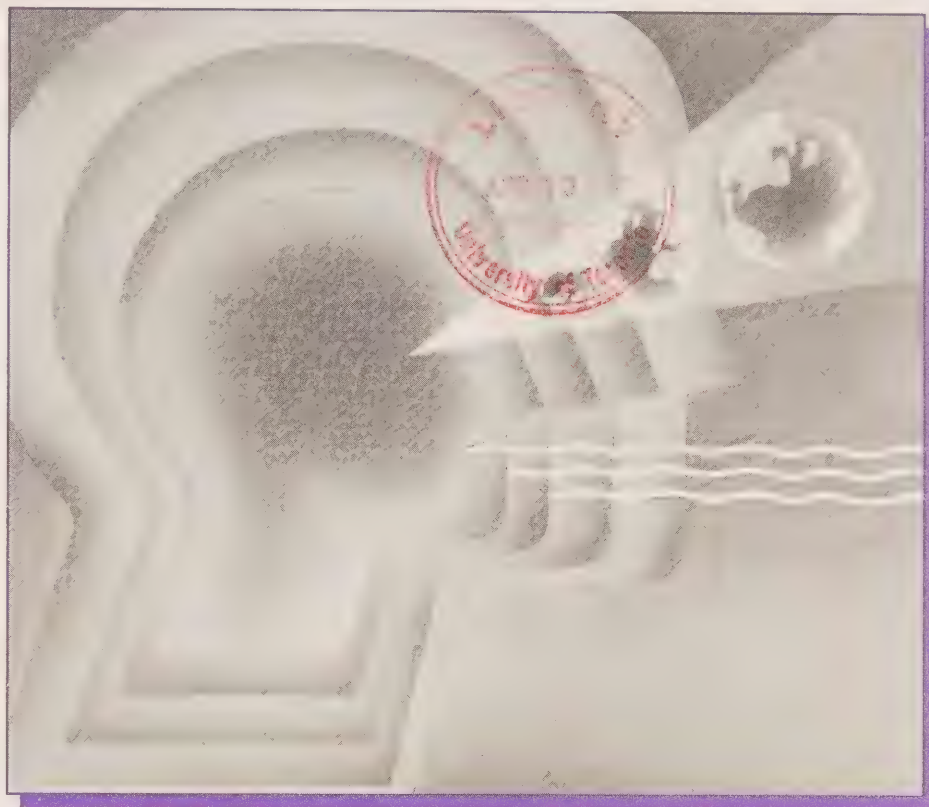
Intercultural communication takes place when people of different cultures try to relate to each other. In the Ontario Multiculturalism Policy statement, **culture** is defined in its broadest sense:

Culture reflects the ideas, beliefs, values, activities and knowledge of individuals who share historical, geographical, religious, racial, language, ethnic, or social traditions.

Ontario Multiculturalism Policy 1987

Culture is the total way of life of an individual. We all learn a way of perceiving the world around us, and a way of communicating what we think and feel. In short, every individual is culturally defined.

Every one of us in the classroom — teachers, students and volunteers — has his/her own culture. When we try to communicate, intercultural com-



munication takes place.

The field of intercultural communication draws from several disciplines including psychology, sociology, anthropology and linguistics. Intercultural communication training aims to achieve **effective** intercultural communication. It provides the trainee with awareness and knowledge of the impact of culture on communication. The process focusses on the understanding of self and others, the ability to assess cultural factors and view a situation from different perspectives, and flexibility in interacting with others.

We all acknowledge that commu-

nication is a two-way street. We need to remind ourselves that intercultural communication is no different. Trying to "teach" everything we know about "Canadian norms" is not intercultural communication; neither is trying to "learn" everything we can about our students' countries of origin. We do not want to prescribe formulas of behaviour for our students nor do we want to memorize details about our students' cultures. What we do need is a generic set of skills which we can apply to individual situations, and without the "sensitivity" scare.

Continued on page 8.



Ministry of
Citizenship

Ontario

Guide for settlement workers

Immigrant Settlement Counselling: A Training Guide is a resource for trainers and counsellors in community agencies, educational institutions and human service organizations. It was produced by the Ontario Council of Agencies Serving Immigrants (OCASI) as a tool for developing the skills of counsellors who work in the area of settlement counselling.

The guide takes a unique approach to counselling. In each module, training in counselling is overlaid with cross-cultural themes and issues. Participants are given the opportunity to compare their experiences in settlement counselling, to share cultural information and to examine their own values and assumptions. Participants are invited to critically examine conventional concepts and models related to counselling and to discuss their applicability to various cultural groups.

"This guide is useful not only for the training of settlement workers, but also as a training resource for anyone

working in a helping profession whose work brings her/him in contact with immigrants..." says Myrta Rivera Sagas, Executive Director, Multicultural Centre, Kitchener-Waterloo.

The project received financial support from the Ministry of Citizenship.

For more information or to order the guide, contact:

OCASI
579 St. Clair Ave. West, Suite 201
Toronto, Ontario M6C 1A3
(416) 657-8777

OCASI

The Ontario Council of Agencies Serving Immigrants (OCASI) is a coalition of more than 100 community-based organizations working throughout Ontario. OCASI's areas of concern include access for immigrants and refugees to settlement services, social services, language training and employment training programs.

Multicultural Early Childhood Education: A Resource Kit

This kit provides the early childhood educator with resources and materials that portray multicultural education as a positive and accepted part of everyday life.

Contents include:

- Introductory Manual: A Discovery Approach
- Annotated list of resources by Dr. Karen Mock et al
- Video (21 minutes): "Families and Teachers, Partners for Children"
- "Globalchild": a 239-page illustrated curriculum book
- "Hand in Hand: A Teacher's Resource Book" by Jocelyn Graeme and Ruth Fahlman from Early Childhood Multicultural Services in Vancouver, B.C.

• "Wiggle Like a Puppy," "Celebrations," and "All Together," three children's books by authors from the Early Childhood Multicultural Services Group.

• "Multiculturalism Means..." a full-colour poster by artist Paul Sheard.

A copy of this kit will be sent to all NLOC preschool programs.

Muriel Schwartz,
Co-ordinator,
Preschool Training and Development
Citizenship Development Branch
5th floor, 77 Bloor Street West
Toronto, Ontario M7A 2R9
Tel: (416) 965-1192

TESL training support

The Ministry of Citizenship co-sponsors TESL training through workshops, mini-conferences and certificate courses throughout Ontario with boards of education and/or community agencies. Ministry support for training takes various forms: consultation at the planning stage, provision of materials and resources and financial assistance.

Certificate courses are "in-service" – applicants are those already working with a co-sponsor as a volunteer tutor or as an instructor to provide language and orientation to refugees and immigrants in Ontario. Other training is open to a wider group of participants.

This year, the ministry has co-sponsored TESL certificate courses with Metro Separate, North York, Peel, Toronto, and Wellington County boards of education. A number of these courses were geared to bilingual classes. The ministry also co-sponsored a series of workshops with Durham and Etobicoke boards, which included ESL wife assault education.

Individuals interested in attending a certificate course should contact their local co-sponsor. Boards of education, community agencies, and TESL affiliates interested in co-sponsoring training should contact:

Esther Podoliak
Co-ordinator, TESL Training and Development
Citizenship Development Branch
77 Bloor Street West, 5th floor
Toronto, Ontario M7A 2R9
Tel: (416) 965-1192

Ontario Literacy and Language Training Resource Centre

The Ontario Literacy and Language Training Resource Centre, operated by the Metropolitan Toronto Reference Library, will open in May, 1991.

The Centre will house a collection of reference and teaching materials in English and French for adult literacy and immigrant language training programs (ESL/FSL) throughout Ontario. In addition to responding to the information requests of instructors, practitioners, volunteers, administrators, and students, the Centre will also be open to the general public.

The collection will include print and non-print materials which reflect the diversity of programs and needs in the province. These include groups with special needs, such as people with disabilities, Native peoples, older persons, women, unemployed

persons, and immigrants.

There will be a core reference collection as well as circulating materials for programs to borrow. Access to these materials will be province-wide by mail, telephone, fax and computer, as well as through the public library system and interloan network. A newsletter and bibliographies of recommended materials will also be produced and distributed.

The Centre will be located at 21 Park Road in Toronto. Meeting space will be available for literacy and language training groups. The Centre and its services will be accessible to persons with disabilities and communication assistive devices will be available.

Funding for the first five years of the project is being provided by Multiculturalism and Citizenship

Canada through the National Literacy Secretariat and by the Ontario Government through the Ministries of Education, Citizenship, and Culture and Communications.

Your Public Library Welcomes You

is a booklet describing the services of the public library. It's written in clear language and is **free** of charge from:

Canadian Library Association
200 Elgin St.,
Suite 602
Ottawa, Ontario,
K2P 1L5

Cultural Profiles

A new series of booklets with information on different countries has been developed. These cultural profiles were designed primarily for those working in the federal government's "Host Programs" which match government-sponsored refugees with volunteers who offer friendship, orientation to the community and an opportunity to practice English.

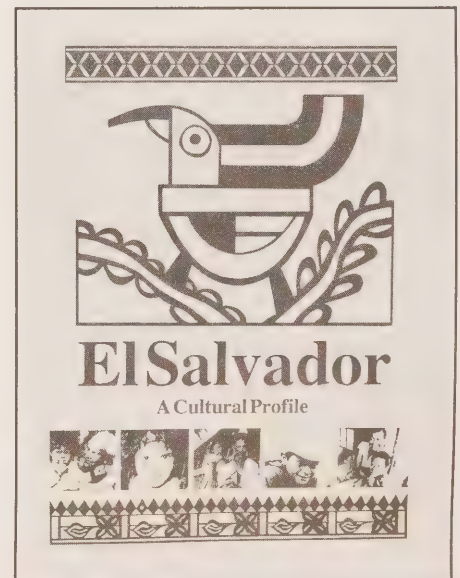
Each booklet gives an overview of a country and its culture. It includes information on history, geography, family life, work, sports, recreation, arts, literature and other topics.

They are written at a level accessible to most high-intermediate ESL classes. They also provide a model which the teacher can use to have students create their own cultural profiles.

The booklets about El Salvador and Somalia have been completed. Profiles on Iran and Guatemala are scheduled for release this spring. Funded by Canada Employment and Immigration, the booklets were produced by the Catholic Immigration Centre Ottawa in consultation with community groups.

They are available for a minimal fee from:

Catholic Immigration Centre
59 Herridge St.
Ottawa, Ontario
K1S 0G8



Handbook for anti-racist education

Anti-Racist Education and the Adult Learner – A Handbook for Educators in Adult and Continuing Education Programmes is a recent publication from the Toronto Board of Education. This handbook offers criteria for recognizing racism, steps for dealing with difficult classroom situations, techniques and lesson plans for use in the classroom. It is not meant to be a "cookbook", providing specific recipes for every situation. Rather, it is a starting point for thought, discussion and teaching strategies.

The handbook is useful for anyone involved in adult education. It will be available to all Toronto Board schools this spring. Others can purchase copies.

For more information contact:
Bert D'Antini
Adult and Continuing Education
Officer
Continuing Education Department
Toronto Board of Education
79 D'Arcy St.
Toronto, Ontario
M5T 1K1
(416) 393-9618

Teachers and volunteers who are interested in professional development training in anti-racist education or resource information should contact their local boards of education and speak to the race relations co-ordinator.

You may also want to contact the Race Relations Directorate for information. Call (collect):
(416) 326-9702

Resources for race relations and human rights

There are many resource publications on the issues of race relations, discrimination, human rights and employment rights that are available from the following government and community agencies. Many of the brochures and pamphlets are written in plain English. The material can be used or adapted for the ESL class.

• **Race Relations Myths and Facts** is a 25-page booklet that discusses and dispels many of the myths surrounding immigrants, race relations and employment equity. It is published by the Toronto Mayor's Committee on Community and Race Relations. For free copies call (416) 392-7837, or write to:
Toronto Mayor's Committee on
Community & Race Relations
2nd floor, City Hall
Toronto, Ontario
M5H 2N2

• **CLEO** (Community Legal Education Ontario)
700 King St. W. Suite 618
Toronto, Ontario M5V 2Y6
Tel: (416) 941-9860
Fax: (416) 941-9345

• **Cross Cultural Communication Centre**
2909 Dundas St. W.
Toronto, Ontario M6P 1Z1
Tel: (416) 760-7855
Fax: (416) 767-4342

Check the blue pages in your telephone book for the addresses of the following:

- Ontario Human Rights Commission
- Ontario Ministry of Labour
- Secretary of State
- Multiculturalism and Citizenship Canada

Telling Our Stories Our Way

Telling Our Stories Our Way is a guide to good Canadian materials for women learning to read. This unique resource contains reviews of 49 books and pamphlets of interest to women in literacy and ESL programs.

Materials reviewed include stories, personal accounts, biographies, poetry, information books on health, birth control, occupations and other subjects. Each review includes a sample page from the publication.

The guide is produced by the Canadian Congress for Learning Opportunities for Women (CCLOW).

For more information, or to order a copy, contact:
CCLOW
47 Main Street
Toronto, Ontario
M4E 2V6



No Time to Stop

No Time to Stop is a film produced by the National Film Board of Canada (NFB). It tells the stories of three immigrant women struggling to make a living and a life for themselves and their families.

Two of the women work in factories and one works as a domestic. Their stories personalize the issues that many immigrant women face in Canada. The obstacles they face include: poor access to language training, racial and sexual discrimination, lack of recognition for their skills and qualifications, lack of opportunity for retraining, poor working conditions, lack of adequate health care, and inadequate access to social services.

This film has various applications in the ESL context. *No Time to Stop* could be used for professional development for teachers and staff at community agencies. It is a good film to show in a class (intermediate level and up) as part of a theme on racism, discrimination, employment rights, or human rights. The teacher can collect appropriate material from government agencies and non-government organizations to include in the presentation. (See resource listing on page 4.)

You can buy or rent *No Time to Stop* from the nearest office of the National Film Board of Canada. The NFB has many other films and videos available that would be interesting and informative for ESL teachers and learners.

To order or for further information, call the NFB:

Toll-free: 1-800-267-7710
Toronto: (416) 973-9093/9110
Ottawa: (613) 996-4861



Kwai Fong, one of the immigrant women in *No Time To Stop*.

Ideas for citizenship topics

CENSUS DAY

Census day is June 4. To help newcomers complete their census forms, Statistics Canada has developed a special educational kit for ESL teachers. To order a free copy, call:

Toronto: (416) 973-8733

London: (519) 645-5997

Sturgeon Falls: (705) 753-3200

ENVIRONMENT WEEK

Environment week is June 2-8. You can get educational material about the environment to help your students become more aware of the issues. Some are free government publications, others, from non-government sources, must be purchased. They can be used or adapted for use in the ESL class.

Here are a few suggested titles to ask for:

Environment Canada

- 50 Ways to Celebrate Environment Week
- The Green Scene
- What We Can Do For Our Environment

Ontario Ministry of Environment

- The Earth Times
- What You Can Do to Protect the Environment

Pollution Probe Foundation

- The Canadian Green Consumer Guide

Thoughts on lesson planning

Volunteers, new teachers, even seasoned teachers can experience uncertainty when faced with the variety of approaches that exist in the teaching of English as a Second Language.

I have found that my lessons are satisfying and successful when I remember the following key words: **balance, sequence, forethought and follow up.**

I try to **balance** each lesson with these three components: *functional*, *structural*, and *communicative*.

By *functional*, I mean tapping what your students already know about banking, getting around, shopping, and then increasing their fluency in such areas through pair/group exercises and activities.

By *structural*, I mean teaching structural/grammatical elements of the language, providing students with the blocks they need to “build” the language. This means giving them practice exercises in said structures.

By *communicative*, I mean students talking together to some end or for some purpose, either in pairs, in groups or as a class.

Each lesson should have variety – a variety of activities, approaches, and even of physical arrangements of desks and/or groupings of students.

Involve the students in your teaching. Never underestimate their ability to contribute to the class. Get them out of their seats. Have the stronger speakers in the class role-play situations with you or with each other to model dialogues. Ensure that the classroom is a learning community, not a teacher-centred lecture hall.

Base what you do on students’ immediate needs as much as possible.

Where, when and with whom do your students need to speak English? Ask them. Encourage them to state their priorities. The settings they name will provide contexts in which to foster language development.

What structural weaknesses do your students exhibit in their spoken English? Get them talking. Listen to them. Their weaknesses will provide clues to the structural help they need.

Remember the importance of **sequence**.

Present material logically. Move from the simple to the more complex. At the same time, be flexible. When a student asks a question that may take you off track, answer it then and there. But don’t lose sight of the sequence of the lesson that you thought out beforehand. Return to it as soon as you can.

Remember the value of **fore-thought**.

Review material beforehand in order to prepare for any pitfalls and problems that may arise. Have you chosen the most appropriate sequence for your activities and handouts? Have you left out an important step?

Follow up what you do in class.

Reinforce items you have taught previously. Try to do this in such a way that students don’t get the feeling they’re doing repetitive work. Also, although it’s best to finish activities and handouts in a given class, it’s not always possible. Follow through on unfinished work.

Conclude a unit of work with some form of evaluation that gives you and your students a sense of the level of your accomplishment together. Think of ways to do this which involve the students and get away from a formal testing procedure.

For me, the art of teaching is like

other arts. It requires practice and a great deal of patience. It requires study and determination. “Artist” teachers learn from their mistakes. They try to understand why things sometimes go wrong in a class and resolve to avoid similar problems in the future. Above all, they try to remain aware of the needs of their students. “Artist” teachers are facilitators, catalysts, who cause students to interact with each other and with them in such a way that learning takes place.

Frank Marshall

Frank Marshall is a teacher and writer living near Lyndhurst, Ontario.

Activities that work

For the last two years, I have been giving workshops to ESL teachers on how to present the issue of wife abuse in the ESL classroom.

The workshop includes background information, the role of the teacher, the rationale for bringing social issues into the ESL classroom, and methodology.

I have identified several communicative activities that work well with a variety of issues. They can be adapted to meet the needs of various language levels. They have all been classroom-tested with excellent results.

The following are two of the most popular activities. Other activities will appear in the next issue of *Interchange*.

CIRCLE BRAINSTORMING

1. On a chalkboard or a sheet of chart paper, draw a circle and write a word (or concept, phrase, idea) in the centre. Use examples such as, "home", "job", "food". (See fig. 1 below)
2. Ask students what words, ideas or feelings they associate with what is in the circle. Write their responses around the circle. Students may have

to explain the meaning of their word to their classmates. Allow lots of opportunity for clarification and discussion.

3. Do a few whole group brainstorms led by the teacher. Students will learn the process and can then go on to group work.

4. Using large chart paper, students work together in small groups, to complete a circle. Each group can work on the same word or on different words.

When each group is finished, display their sheets on the walls and give students the opportunity to circulate around the room, discuss their classmates' associations and learn new vocabulary.

5. You can create cloze and vocabulary development exercises from the words generated.

At any language level, students are communicating about something that is interesting, informative and/or relevant to their lives.

DREAMS AND NIGHTMARES

This activity, developed by Anne-Marie Guy, is good for introducing or developing a topic. The process for this activity is similar to the circle

brainstorming, but the form is slightly different.

On a chalkboard, write a topic, e.g. Learning English, Finding an apartment, Finding a job. Under each topic, write the headings: Dreams; Nightmares. Ask students to talk about their related dreams (hopes) and nightmares (fears). They can use single words, short phrases or more complex structures. Write their responses under the headings. (See fig. 2 below)

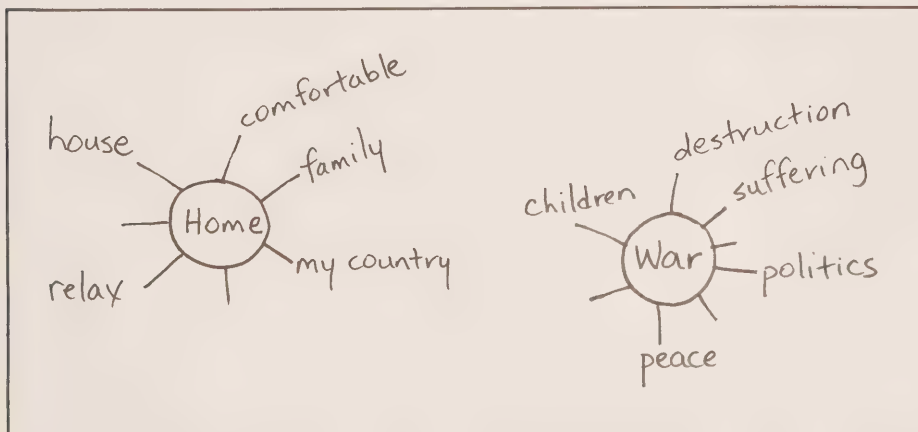
This exercise will give you an idea of what your students know, don't know and fear about some topics.

After the whole class activity, students can do the same thing in groups. Each group can work on the same or different topics. They can then post their sheets and discuss with each other as in the brainstorming activity.

For either activity, consider polling your class to come up with a list of issues, subjects or topics that are of interest to them.

Lauren Wenstrom
NLOC Program Consultant
Citizenship Development Branch

(Fig. 2)



FINDING AN APARTMENT

| Dreams | Nightmares |
|---------------------|--------------------------|
| -low rent | -high rent |
| -affordable | -cockroaches |
| -nice landlord | -noisy neighbours |
| -safe neighbourhood | -dangerous neighbourhood |
| -close to subway | |

ESL resource guide

A resource guide entitled *English As a Second Language: Developing Non-Credit Courses for Adults* is available from the Ministry of Education.

The purpose of the guide is to assist school boards with developing and implementing ESL non-credit courses for adults. It has helpful information for ESL instructors and volunteers.

The guide includes a historical review of methodologies, communicative teaching techniques, guidelines for choosing ESL texts, and a list of selected resources suitable for adult ESL programs.

To get a copy of this guide, contact the regional Ministry of Education office in your area.

Intercultural Communication and ESL

Continued from page 1.

In the expanded ESL curricula of today, many of which are incorporating social issues, skill in intercultural communication is particularly important. Along with our own way of making sense of the world is our very own set of assumptions. We carry those assumptions into the classroom every time we face our students. Do we all believe in helping panhandlers? Or signing petitions? Discussions of this sort, as one can well imagine, may lead to heated exchanges that can cause the teacher to become defensive. Many of us have, at least once, actively resisted resistance, and have lived to regret it. We sometimes assume that our beliefs are universal and inadvertently create barriers to communication and understanding.

One of the tenets of effective intercultural communication is to check our assumptions at all times; another is to refrain from imposing our values onto others. Intercultural communication training helps to

explore our own cultural identity and that of others. Such exploration can lead to the development of strategies that will increase the likelihood of effective intercultural communication.

In addition to training, it is helpful to meet with colleagues and form support groups. Discuss materials with a friend or colleague to get another perspective if there is uncertainty. If serious doubt persists about a particular resource, it might be best to leave it for further adaptation or until your comfort level rises. We sometimes need to be reminded that teachers have needs too! Above all, if we monitor our assumptions, we will have made a tremendous start.

Cindy S.M. Lam

Acting Intercultural Communication Consultant

Multicultural Development and Training Unit

Citizenship Development Branch

Ministry of Citizenship Field Services

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Ottawa, Ontario K1N 7B7
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Interchange

Interchange is published for staff of community settlement, integration and language/orientation programs by the Citizenship Development Branch of the Ontario Ministry of Citizenship. It is published twice a year, spring and fall. We welcome submissions or comments.

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D2388 3/91 4M ISSN 0835-5681



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Citizenship

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Interchange

Government Publications

A NEWSLETTER FOR COMMUNITY SETTLEMENT, INTEGRATION & LANGUAGE TRAINING PROGRAMS

FALL 1991

SPECIAL ISSUE ON LABOUR ADJUSTMENT

“The times they are a-changing”

In these changing times, Canada must ensure that it has a skilled workforce if it is to meet the competitive challenges of a new global economy. This workforce must be able to update its skills on an ongoing basis.

Recession, plant closures, downsizing, displaced workers, unemployed and underemployed: these are the terms and realities of much of today's labour situation.

Immigrant and refugee workers are particularly vulnerable during these times. They face language and cultural barriers, and may be unaware of, or not have access to, services available to them.

At present, 70% of new immigrants are in job ghettos. Many are working in industries that are becoming obsolete. Skilled jobs remain unfilled because people lack the necessary training. Others do have the skills, but can't get into their trades or professions.

Today, more than half of new jobs in Canada require a grade 12 education or less. By the year 2000, Statistics Canada predicts those qualifications will be acceptable for only 37% of new jobs.

Many people are unprepared for the fact that a lifetime career is no longer the norm. Lifelong education, linked-skills courses, upgrading, training and re-training programs are essential tools to deal with these changes.

What does all this mean to you in your role as an ESL teacher or

program co-ordinator? The ESL classroom is an important link to the community. Adult learners need information about the labour market, about resources and services, training and upgrading opportunities. They need to acquire job-search language skills. Recent surveys show instructors are concerned about providing relevant instruction. Yet, more and more seems to be heaped on the ESL plate. Teachers also need training, to successfully introduce meaningful and relevant issues into their classroom activities.

There is an abundance of materials and resources available to you. Some

“Workers can no longer function with the knowledge of one single skill,” says David Wolfe, a labour-force expert and professor at the U of T. He believes every worker must be equipped with the four pillars of learning: literacy, technological proficiency, problem-solving skills and the ability to communicate. Armed with those fundamentals, anyone can learn a specific skill in short order. Without them, they'll be unemployable.

The Globe and Mail
March 1991

have been created for the ESL context, and some you'll want to adapt for use with your class. You can also tap your community for guest speakers and visitors. The resource listings on pages 8 to 11 will give you some ideas.

Employment issues are adult issues for adult students. They can be integrated into existing curricula. Consider these employment-related topics:

Strategies for job search

- how and where to look for a job
- resume writing and interview practice
- keeping a job search diary
- how to handle the stress of job search
- finding and using available resources and services.

On the job

- labour laws
- employer expectations
- probation/ promotion/ dismissal
- communication at work
- balancing work and family.

Off the job

- unemployment insurance
- workers' compensation
- rights of laid-off workers.

ESL adult learners represent a wide range of cultures, educational levels and socio-economic backgrounds. They have been in Canada for varying lengths of time, are at different stages in their settlement

(Continued on page 12)



Ministry of
Citizenship

Ontario

Ontario's labour strategy

Early this year, the Ontario government announced changes to the labour adjustment strategy to help workers displaced by business and plant closures and layoffs. A significant part of this new initiative is aimed at improving the level of services available to help these workers return to the workforce.

Five ministries — Labour, Skills Development, Colleges and Universities, Education, and Citizenship — are sharing new funding to create new programs and enhance existing ones to serve displaced workers.

Under existing legislation, workers who are the victims of large-scale plant

closures or downsizings have access to programs and services through Labour Adjustment Committees.

These committees are set up in companies with 50 or more laid-off employees. They consist of equal representation of management and workers (represented by the union, if one exists) and are chaired by an impartial third party from outside the firm. A federal and provincial representative are also involved.

The adjustment committee will arrange needs assessments for workers to hear their concerns, thoughts on their future directions, skills evaluations and other relevant

issues. The committee arranges counselling for workers on vocational, personal and financial matters. The results of the needs assessments determine the individual adjustment plan. The committee may contract with community colleges, school boards, community agencies and private consultants to provide the services that are needed.

After the adjustment plans have been prepared, the committee will assist the workers to access the required services. These could include basic upgrading, literacy, numeracy, ESL, job search skills or advice on starting a small business.

Ministry of Citizenship

The Ministry of Citizenship's role in the labour adjustment strategy is to ensure that displaced workers who face language or cultural barriers will have equal access to available programs, services and retraining opportunities.

The ministry's initiatives include:

Multicultural Workplace Program

The MWP has expertise in assessing and identifying the issues and needs of non-English speaking workers. In a plant closure, the program can coordinate communication and interaction between the non-English speaking displaced workers and the adjustment committee.

Cultural Interpreters Services

A cultural interpreter speaks English and the language of the displaced worker, and can therefore help the worker to understand the labour adjustment process. They can also help workers make links with service providers.

Ontario Welcome House

The five locations in Metro Toronto and Hamilton will work with adjustment committees and provide information and employment-related

services to workers and their families.

Workers Advocate Project

Community organizations are funded to provide services to non-English speaking displaced workers in unorganized workplaces. These services are provided by worker advocates.

Materials development for ESL classes and resources for training ESL teachers

To help teachers respond to the needs of displaced workers attending their classes, plans are underway to develop learning materials and training workshops on the themes of employment, unemployment and labour adjustment.

Already completed, the November issue of *The Ontario Times* includes a special 4-page job-search supplement. Accompanying teachers' notes can help instructors deal with this topic in greater depth.

Fact sheets outlining the Ministry of Citizenship's programs in more detail are available. In Toronto, call (416) 963-3715. Outside Toronto, contact field service offices. (See page 12 for locations.)

TESL Ontario Conference, Nov. 21/91

This year, the Ministry of Citizenship's symposium looks at the changing world of work. The restructuring of the economy involves a process of labour adjustment. That is, people will need to acquire new knowledge and skills and be prepared for several career/job changes during their lives. The recent recession is different from previous ones in that many of the jobs that have been lost will never be regained.

Presenters and participants will explore how issues of employment, unemployment and labour adjustment can be taken up by ESL instructors and learners. There will be information about various programs designed to assist unemployed and displaced workers. We also want to provide opportunities for participants to exchange ideas from their own experiences.

Employment and Immigration Canada

UNEMPLOYMENT INSURANCE

Workers who have been laid off must meet with an Unemployment Insurance (UI) agent. The agent will look at their Record of Employment forms and give them the necessary application forms to fill out to determine their eligibility.

Under Section 26 of the UI Act, people who are collecting UI can take some training courses without losing benefits. UI claimants who are referred by a Canada Employment Centre to training courses that are a minimum of 25 hours per week, may receive UI benefits for the duration of the training course. Eligible courses include:

- literacy
- adult basic education
- vocational training preparation
- English as a Second Language
- preparation for employment
- adult education courses up to high school equivalence
- skill courses in designated or demand occupations.

An employment counsellor must approve UI claimants who want to attend training courses.

CANADA EMPLOYMENT CENTRES

The local Canada Employment Centre (CEC) is an important resource for your students in their job search. The centres have information about available jobs and training programs. It's important to do more than just check the "job boards." Individuals should request an appointment with an employment counsellor.

Employment and Immigration Canada funds a variety of skills training programs with colleges, community organizations and business and industry for individuals who have been laid off or are looking for employment. The key is to ask the employment counsellor for informa-

tion about "skills development programs." Financial support is now available for up to three years to individuals who are eligible.

You can also request a presentation from a CEC counsellor or arrange a tour of the local CEC office. Check with your students to find out what information they want.

COMMUNITY TRAINING PROGRAMS

Employment and Immigration Canada funds community-based training programs, serving those who face serious labour market difficulties. This can include displaced workers, social assistance recipients, immigrants and refugees with work authorization, single mothers, older workers, youth, natives and visible minorities. Some of these programs are for women only. Trainees are given a wage or allowance while learning a marketable skill. Training may also include academic upgrading, ESL and/or literacy instruction.

There are often long waiting lists to get into these programs. Referrals are made through a local Canada Employment Centre office.

ONESTeP

The Ontario Network of Employment and Skills Training Projects, (ONESTeP), is a provincial association of many of these programs. ONESTeP has more than 50 member agencies. You can call the regional director for information about programs in your area.

| | |
|------------------|----------------|
| North Central | (705) 673-8511 |
| Niagara | (416) 841-0700 |
| South-West | (519) 482-1700 |
| South-East | (613) 788-5001 |
| In Toronto, call | (416) 591-7152 |

- **Rexdale Microskills**
- **Skills for Change**
- **The Working Skills Centre**

These Toronto skills centres have been in operation for many years, serving the training needs of immigrant women.

Women can get on-the-job training in office skills, micro-computers, bookkeeping, mail-room procedures, microfilm and more. Programs last between 24 to 40 weeks. The women are paid a wage while they work and learn. In addition to the skills training, each program has an ESL and Lifeskills component which includes job search skills. The women are given a lot of support in their actual job search. The graduates of these programs have a high rate of success either in finding jobs or going on to further training.

For more information about these and other programs, contact ONESTeP.



ESL job search training for blue-collar workers

This is the story about my job search course. Since I began this course I felt great because I learned many things I did not know before this course. For example, I learned how to fill an application form, how I can talk about myself, my skills, my personal experiences during an interview. Also, I learned more vocabulary I need to find a job. I think I got all what I wanted to learn. Now I can do all those things I learned in this course. Really this course was good for me.

Suad Mead, Student
Pauline Avenue School
Toronto Board of Education

ESL job search courses or activities designed for students who are anxious to enter or re-enter the workforce can fill an important need. As Suad Mead suggests above, underemployed, unemployed and displaced workers often need to know how to fill out different kinds of job application forms and may be asked to talk about their skills and work experience in interviews. There is a great deal of job search training material in libraries and resource centres (some of which was created specifically for ESL students). But much of it has been designed for people looking for white-collar work. Activities on resumé writing for example, may be useful for workers looking for positions as engineers or teachers, but may not be as relevant for workers who are looking for jobs as carpenters, sewing machine operators or mechanics.

This article discusses aspects of my own teaching experience in an

ESL job search course for blue-collar workers. It looks at the challenge of providing students with language, information and activities that are meaningful to the blue-collar job search. As my students learned as much about looking for a job from each other as they did from me, this article is also about teachers-as-learners and learners-as-teachers in the job search classroom.

Talking about job hunting and career planning

In Russia I didn't have a problem with a job because I had 35 years experience in my profession, and many clinics needed people with my profession.

In Canada, I see a different picture. I can't find a job because my experience is not good for Canada. I need to study at college to get a license. This is very difficult for me. I am not young and my English is not perfect. I have no choice. I have to change my profession and now I am thinking about what is the best job for me. I hope I find a job. I can work with my hands. I'd like to work with machines. My big problem is English and now I study English in school.

Alex, Student
Pauline Avenue School
Toronto Board of Education

Many job search books, materials and workshops talk about how important it is for job seekers to pinpoint their "interests" and set "career goals." Relevant activities for doing

so include having job seekers conduct a "personal inventory" of their dreams and interests, likes and dislikes and personal strengths and weaknesses. While such activities are usually fun and can be personally illuminating, and while it is certainly important for job seekers to try to find work that is as satisfying and interesting as possible, spending valuable classroom hours completing interest inventories seemed frivolous to me. The students in my class needed to find jobs to support themselves and their families as soon as possible; they did not have the luxury of waiting for a job that really matched their interests and strengths. Furthermore, as Alex explains, the educational and training backgrounds of my students could not be immediately matched to their interests. Instead of talking about dreams and goal-setting then, we talked about "jobs for survival," "jobs of choice," jobs that are "stepping stones" because they lead to promotions and better-paying jobs, and jobs that are "traps" because they do not.

We also spent some time discussing different work and training options for blue-collar workers. The course volunteer, Valerie McDonald, and I researched and compiled a list of local government-funded training programs available to immigrant workers looking for blue-collar work. Since funding of these training programs is uncertain, the availability of these programs changes. There are also waiting lists for many of the programs. Teachers who wish to discuss training options with their job search students need to phone around to see what is currently being funded and is available.

(Continued next page)

Practising the language needed for finding a job

This is a story about my job search course. I am learning how to find a job, how to do an interview. I can tell the boss that I know how to cut cloth, how to make a design without a pattern, how to cut cloth from other clothing, fix clothes and fix the machine.

*Fatima Kaneez, Student
Pauline Avenue School
Toronto Board of Education*

The core of the ESL job search course I taught involved practising the English needed for finding a job (e.g., language for describing work and personal skills, language for talking and writing about past employment, and language for filling out an application form). One of the most popular units of the course was the unit on job interviews. I broke the unit down into three major areas:

- Talking about past work experience skills
- Answering illegal questions
- Questions the worker should ask.

Activities in the first area included learning new verbs to describe past work tasks ("I know how to *cut* cloth, how to *make a design* without a pattern") and analyzing the personal skills each student had developed in order to perform those work tasks ("I am *imaginative*. I know how to make a design without a pattern.")

In preparing students to answer "typical" questions interviewers ask in a job interview, I found that it was important to be critical of the kinds of questions that are usually dis-

cussed in white-collar job search training materials. One of my students who has been through numerous blue-collar job interviews in various plants told me that he has never been asked the questions "Tell me about yourself." "What are your strengths/weaknesses?" Before teaching students how to answer "typical" job interview questions, it is important to do some research and find out what kinds of questions people interviewing blue-collar workers actually ask.

In our discussions about responding to illegal job interview questions, we compared different ways of answering illegal questions:

- Answer the question. ("Yes, I am married and have small children at home.")
- Address the concern. ("Are you concerned that I will be late for work because of my responsibilities at home?")
- Challenge the interviewer directly. ("You can't ask me that.") Challenge the interviewer less directly. ("Is my age a qualification for the job?")
- Use humour. Appeal to higher principles. ("I'm sure you couldn't mean that the way it sounded.")

We also discussed the consequences of responding to illegal questions in different ways.

To practise questions the worker could ask in a job interview, we examined different ways of asking questions about benefits, job responsibilities, hours, raises and opportunities for advancement.

After extensive work was done in each of these areas, I designed a structured interview role-play activity which reviewed all the language covered previously and allowed the students to work out individual answers for an interview concerning a job position that they would likely be looking for. The students were

asked to write down the answers they wanted to give so that they could use the document for filling out job application forms. The language Fatima Kaneez is able to use in the story above was learned and practised in this activity. Some students who were less fluent and confident of their English language skills used the document to memorize what they wanted to say in response to particular interview questions. We had several practice role-playing sessions, focusing first on language and then on non-verbal communication. We then videotaped and discussed each student's interview.

It is important to note here that the experience of being videotaped and having your performance critiqued can be intimidating. During the videotaping sessions, my own performance was recorded and critiqued. While my students were satisfied with my English language performance, they had several important comments to make about my non-verbal performance. Briefly, I was told that the extensive way I talked with my hands during the interview was distracting and gave the impression that I was anxious. This kind of feedback is not easy to hear. However, the comments were made kindly and the advice that followed. ("Place your right arm on the arm of the chair and lean on it so if you begin to use your hands you will only use the left one.") was truly helpful. Such comments and advice are one example of how I became a learner and the students became teachers in our classroom. It is also an example of how power, in the form of knowledge and expertise, can be shared among teachers and learners.

(Continued on page 6)

(Continued from page 5)

Exchanging ideas and experiences

I like working with the group. Why? Because we exchange the ideas about jobs and everyone's experiences.

*Otoneil Perez, Student
Pauline Avenue School
Toronto Board of Education*

About two-thirds of the way through the course, I began to start each class with student stories about job-hunting and career-planning. Students shared their daily experiences of applying for work and talking to production supervisors and personnel staff. They also talked about the benefits of applying to different kinds of training and apprenticeship programs and the advantages and disadvantages of doing different kinds of work. The sharing of stories was my favourite part of the course. As in the videotaping activities, during these sessions the learners were teachers and I was a learner as the students listened to each others' stories and dilemmas

and gave each other advice.

This only begins to touch on some of the many issues attached to constructing ESL job-search curriculum for blue-collar workers. What I hope comes through this brief telling of our experience is that the needs of ESL students who are seeking blue-collar jobs are somewhat different from those who are looking for white-collar work. Our own experiences and needs as white or blue-collar job seekers may or may not match the experiences and needs our students bring to the classroom. We must be aware of how our own understanding of job-hunting and career-planning influences the curriculum we develop, and be prepared to alter that curriculum to better serve the needs of our students.

Tara Goldstein

(Editor's Note: At the time of writing, Tara Goldstein was a Job Search/ESL Instructor with the Toronto Board of Education. She is currently working for the Ministry of Citizenship as a Language Training Consultant for the Labour Adjustment Strategy, Citizenship Education Section.)

Job resettlement at Overland Learning Centre

Overland Learning Centre runs a community-based program of General Interest courses and English as a Second Language classes. As part of the North York School Board's Continuing Education Department, Overland sees several thousand adult students a year. There are many support services that Overland provides to meet the needs of its students.

One of the students' main concerns is job resettlement, and Overland helps students prepare for or find work through a variety of ways.

A Job Resettlement Counsellor is on staff to provide information on finding a job, getting school and work documents translated and evaluated, or locating funding for further education. The counsellor also organizes group information workshops for students. Last year's sessions for foreign-trained professionals and tradespeople were well-attended. Plans are underway to offer workshops on starting a business in Canada.

Overland also runs a class in job search skills that includes a four-week study component and a four-week work placement.

A volunteer coordinator helps students find volunteer work so that they can gain Canadian experience.

Intake workers at Overland give support in locating appropriate childcare, housing, or legal assistance — all factors in a successful job resettlement.

For more information about their program, contact:

Keith Pang
Assistant Supervisor
Overland Learning Centre
55 Overland Drive
North York, Ontario M3C 2C3
Tel: (416) 444-0347

Health and Safety Guides for Employees

Health on the Job and Safety on the Job use plain language and real-life examples to describe common workplace injuries and health hazards and what workers can do to protect themselves on the job.

Produced by the Industrial Accident Prevention Association Ontario (IAPA), these publications provide easy-to-read information

on the issues surrounding health and safety. Students in high-intermediate to advanced level ESL could easily understand this material.

The cost is \$5.95 for members; \$6.95 for non-members.

To order copies, call IAPA's Inquiries Service: (416) 965-8888 or toll free 1-800-387-1210.

Try this!

> Start a job search club.

The psychological stresses of being unemployed can undermine a person's self image and confidence. Members of a job search club can offer support to each other during difficult times. They can share resources and information.

Job search clubs can be held in a community centre or at a school. A special job search class can also serve this function.

> Organize an employment fair.

Invite representatives from various fields. These could include business communities, skills training programs, labour organizations, workers information centres, volunteer organizations, community colleges. Have panels of speakers. Or set up tables where students can circulate and get information individually.

Ask the students beforehand about their interests and needs. Have them help to organize it. They can make calls, set up the agenda, inform speakers of particular needs, all of which provide excellent language practice.

> Hold job information workshops.

The Overland Learning Centre successfully organized *Job Information Workshops for Foreign-Trained Tradespeople and Professionals*. They held five, 2-hour workshops within a four-week period. Each workshop brought resource people from specific professional and trades associations to give information and answer questions from students. The workshops were as follows:

| Trade/Profession* | Resource Person from |
|---|--|
| • Nurses | Ontario College of Nurses |
| • Electricians, Mechanics and other tradespersons | Ministry of Skills Development, Apprenticeship Branch |
| • Engineers, Technologists and Technicians | Association of Professional Engineers of Ontario; Ontario Association of Certified Technologists and Technicians |
| • Accountants | The Certified General Accountants Association of Ontario |
| • Teachers | North York School Board |

* Editor's note: A good resource for professional and tradespeople is the *Directory of Associations in Canada*. It is published by Micromedia Ltd. and is available at public libraries.

Translation of Documents

The Multilingual Translation Unit of the Ministry of Citizenship, translates into English personal documents needed for employment or education. They translate documents such as education certificates and diplomas, trade credentials, employment references, marriage and birth certificates. This service is free to all naturalized Canadian citizens, permanent residents, Minister's Permit holders, refugees and refugee claimants living in Ontario.

You can mail legible photocopies of original documents or take them in personally. If you mail photocopies of your documents, include your return address and a photocopy of your proof of status such as Canadian citizenship or immigration form IMM 1000.

The address is:
Multilingual Translation Unit
Ministry of Citizenship
Ontario Welcome House
132 St. Patrick Street, 3rd floor
Toronto, Ontario M5T 1V1
Tel: (416) 965-1458

EVALUATION OF EDUCATION DOCUMENTS

You can have secondary school certificates or diplomas evaluated for employment purposes only. Teachers from other countries can have their teaching certificates evaluated. Send or take the original documents with the official translations to:
Registrar Services (Evaluation and Teacher Information)
Centre for Teacher Education
Ministry of Education
Mowat Block, 18th floor
900 Bay Street
Toronto, Ontario M7A 1L2
Tel: (416) 325-4300

(Continued on page 12)

Resources

Before you decide what resources to use, it's important to find out what your students need. Do they want to continue their education? Do they need an immediate job to pay for rent and groceries? If they have been laid off, do they know about their rights? The following is a description of some of the programs and resources that are available. We hope this listing will help you to get the information you need.

MINISTRY OF LABOUR

A new guidebook, *Working in Ontario — An Employee's Guide to Workplace Law* explains labour laws in plain English. The book summarizes: working conditions, human rights, health and safety on the job, unions, workers' compensation and pay equity. It is available free in English, French, Italian, Portuguese, Greek and Chinese. Contact the nearest Ministry of Labour office to obtain copies. Or call (416) 326-5300 in Toronto, 1-800-668-9938 outside Toronto.

Help Centres: Help Centres are independent, incorporated, community-based agencies that offer a wide range of services for adults 25 years of age and older. Fifteen community agencies around the province receive funding from the Ministry of Labour to provide employment and/or vocational counselling, job-readiness assistance and training and educational information. Services are free of charge. Call the Training Hotline at 1-800-387-5656. Ask for the number of a Help Centre in the following municipalities:

| | |
|---------------|----------------|
| Cambridge | St. Catharines |
| Guelph | St. Thomas |
| Hamilton | Sudbury |
| Kitchener | Toronto |
| London | Windsor |
| Niagara Falls | City of York |
| Oshawa | York Region |
| Owen Sound | |

Transitions Program: This program provides a \$5,000 training credit for individuals who are 45 years of age or older who have been laid off. For more information call the Training Hotline at 1-800-387-5656.

MINISTRY OF EDUCATION

The Independent Learning Centre provides a free home-study program for Ontario residents who want to earn high school diploma credits, upgrade basic skills or study for enjoyment.

After students register, they are given course learning materials to study. On a regular basis, they mail completed lesson assignments to a teacher. The teacher reads and grades assignments for each lesson. She or he makes comments and suggestions and returns the assignments directly to the student. Telephone tutoring is also available.

Non-credit Adult Basic Education (ABE) courses include Adult Basic Literacy, ESL and Adult Basic English.

Adults sixteen years of age or older may enrol. They must be Canadian citizens, landed immigrants (permanent residents) or hold a work visa or Minister's Permit.

Access centres are located around the province to provide counselling and information. For more information call:

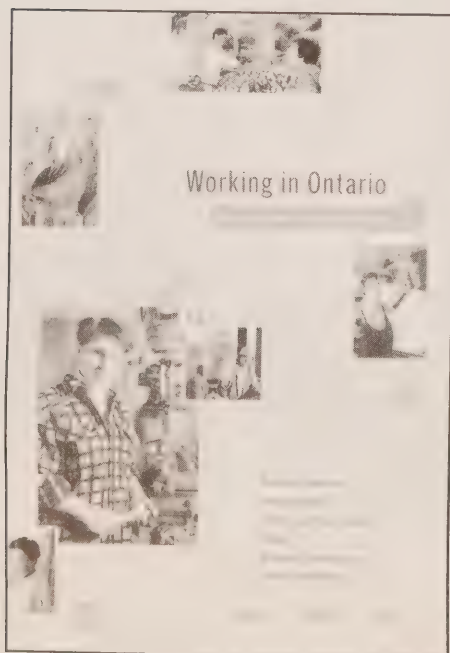
- Toronto (416) 965-2657 or 1-800-387-5512
- Sudbury (705) 688-3045 or 1-800-461-6257

The Ministry of Education also funds community-based literacy organizations, boards of education and community colleges, to collaborate locally to provide worker-centred literacy assessment and to deliver literacy/language/ABE training.

The Literacy Branch has produced a comprehensive *"Information Package on Labour Adjustment Training in Literacy and ABE."*

To obtain a copy, write to:
Literacy Branch
Ministry of Education
625 Church Street, 6th floor
Toronto, Ontario M4Y 2E8
Tel: (416) 326-5482

Boards of Education may have adult day schools that offer linked skills training courses. These can include accounting, auto mechanics, bank teller, bus driver, business skills, computer studies, cosmetology, electronics, food services, health care, and more. Some are cooperative education programs where students work part-time and study part-time. Some are credit courses. School board calendars will give you information about these programs.

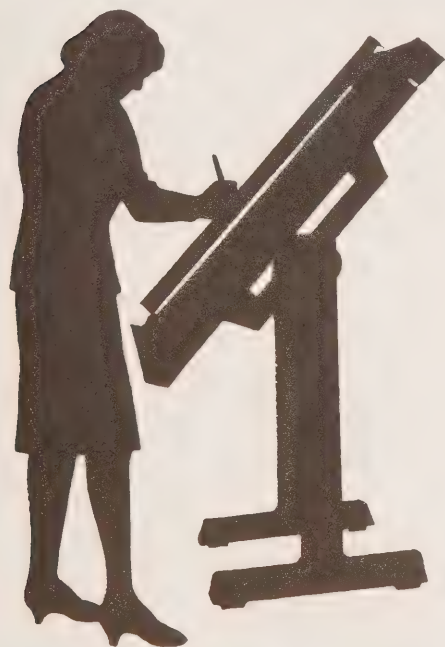


Resources

MINISTRY OF COLLEGES AND UNIVERSITIES

Colleges of Applied Arts and Technology are available to provide education or training in accordance with displaced workers' individual adjustment plans. There are a number of special programs available to those receiving unemployment benefits. Most community colleges offer upgrading and ESL courses and a wide range of programs that can tie in with a student's career and/or retraining plans. Colleges also have Career Information Centres.

Note: Learning to read education calendars can, in itself, be a valuable skill for adult students.



MINISTRY OF SKILLS DEVELOPMENT

You can get information about trades upgrading, apprenticeship and training programs by calling the Training Hotline at 1-800-387-5656.

There are a variety of programs to help young people aged 15-24 (29 if disabled) who are unemployed and out of school. Call the Youth Hotline at 1-800-387-5656.

MINISTRY OF INDUSTRY, TRADE AND TECHNOLOGY

Business Self-Help Offices offer information and advice to anyone wanting to start their own business. There are 27 offices throughout the province. The offices in Metro Toronto, London, Hamilton, Brantford and Ottawa have audio tapes in Arabic, Cantonese, Farsi, French, Hindi, Korean, Portuguese and Spanish.

The Newcomers Enterprise Centre is located in the Kensington campus of George Brown College. Call (416) 867-2370 for more information.

The Small Business Start-up Hotline gives general information about provincial services and regulations on starting a business. Call 1-800-567-2345 or in the Toronto area (416) 963-0050.

Starting a Small Business in Ontario is a publication written at a high-intermediate to advanced ESL level. It's available free at any of the Business Self-Help offices.

CAREER CENTRES

Career Centres are located in schools. They provide vocational assessment, up-to-date career and educational information and counselling. They provide workshops on a wide variety of topics which can include: resumé writing, interview skills, job search techniques, career planning and keeping a job. Some centres have job banks, and can match a student's interests, skills and experience with an employer.

Teachers can arrange a class visit to a Career Centre, or encourage individuals to register for their services.

For more information, contact your local Board of Education.

COMMUNITY INFORMATION CENTRES

For information on services and programs in your community, phone or visit your local Community Information Centre. In Metro Toronto, call (416) 392-0505. Outside of Metro, ask at your local library for the number in your area. Or check the inside cover of the telephone book.

The Directory of Community Services in Metropolitan Toronto, also known as *The Blue Book*, is a comprehensive listing of community organizations and services in Metro Toronto.

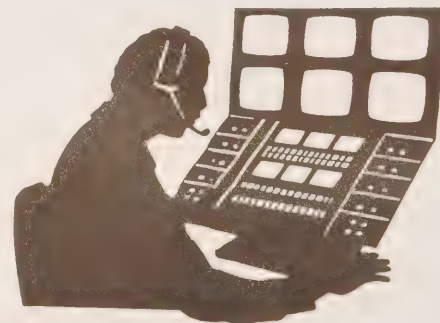
To order, call: (416) 392-4575.

Similar directories are available in other communities. Check with your local Community Information Centre or public library.

OCASI

579 St. Clair Avenue West
Suite 201
Toronto, Ontario M6C 1A3
Tel: (416) 657-8777

The Ontario Council of Agencies Serving Immigrants (OCASI) is a coalition of more than 100 community-based organizations working throughout Ontario. OCASI's areas of concern include language and employment training programs.



(Continued on page 10)

Resources

(Continued from page 9)

COMMUNITY LEGAL EDUCATION ONTARIO (CLEO)

700 King Street West, Suite 618
Toronto, Ontario M5V 2Y6
Tel: (416) 941-9860
Fax: (416) 941-9345

CLEO publishes brochures and factsheets related to work. Many of their publications are written in plain English and are very appropriate for the ESL class. Some titles to ask for include:

- *Your Rights at Work*
- *Have You Been Fired?*
- *Discrimination and Harassment at Work*
- *Unemployment Insurance*

COMMUNITY LEGAL CLINICS

Community Legal Clinics can provide free legal help and advice on unemployment insurance, employment rights, workers' compensation and other labour-related issues.

Most clinics can send a staff member to talk to an ESL class.

To find the clinic in your area, look in the white pages of the telephone book under "Legal Aid." Or ask at your local community information centre.

For a list of clinics in Toronto, ask CLEO for the brochure, *Getting Legal Help*.

ONTARIO WOMEN'S DIRECTORATE

The Women's Directorate has a variety of publications related to employment and women, including a job search booklet. This material is available free of charge.

In Toronto, you can call to order their publications at (416) 597-4605. If you are outside Toronto, you can call collect. In the Thunder Bay area, call (807) 345-6084.

You can invite speakers to talk to teachers and/or classes on topics such as employment/education equity and non-traditional careers for women by calling the communication department of the Women's Directorate.

ONTARIO HUMAN RIGHTS COMMISSION (MINISTRY OF CITIZENSHIP)

The Ontario Human Rights Code exists to protect people from discrimination. The Ontario Human Rights Commission produces a variety of brochures, booklets and pamphlets related to employment rights.

Employment Application Forms and Interviews and *Ontario Human Rights in Employment* are two good publications to use in an intermediate-level ESL class.

Contact the Human Rights Commission in your area to order these and other publications.

In Toronto, call: (416) 965-8837 or 1-800-387-9080.

OFFICE OF THE EMPLOYMENT EQUITY COMMISSION (MINISTRY OF CITIZENSHIP)

The proposed employment equity legislation will promote hiring procedures to improve representation in the workplace of five target groups: aboriginal peoples, francophones, persons with disabilities, racial minorities and women.

For more information call (416) 965-4741.

THE URBAN ALLIANCE ON RACE RELATIONS

675 King Street West, Suite 203
Toronto, Ontario M5V 1M9
Tel: (416) 363-2607

The Alliance's primary goal is to "promote a stable and healthy multiracial environment in the community."

Their extensive library and resource collection is open to the public and includes many books and publications related to employment.



(Continued on next page)

Resources

Some Metro Toronto Services

MUNICIPALITY OF METROPOLITAN TORONTO, EMPLOYMENT PROGRAMS UNIT

This unit produces a monthly newsletter that lists a variety of work-related services, programs and general information. It's available free by calling: (416) 392-8601

THE WORKERS' EDUCATIONAL ASSOCIATION

WEA provides information and referral services to adults interested in returning to school, obtaining training or retraining, or taking continuing education courses. They can also give presentations to teachers and/or high-intermediate to advanced level ESL classes.

Call the Adult Learning Line at (416) 588-6323 to get information.

WORKERS' INFORMATION AND ACTION CENTRE OF TORONTO (WIACT)

277 Victoria Street, Suite 102
Toronto, Ontario M5B 1W2
Tel: (416) 392-1203

This centre provides workers with a walk-in and telephone counselling service to answer questions and provide referrals on a variety of work-related issues such as human rights, unemployment insurance, workers' compensation, unpaid wages, employment law, training programs and health and safety legislation.

Staff are available to provide workshops to raise awareness about work-related legislation and workers' rights and issues. Call: (416) 392-1203.

CROSS CULTURAL COMMUNICATION CENTRE (CCCC)

2909 Dundas Street West
Toronto, Ontario M6P 1Z1
Tel: (416) 760-7855

The CCCC is a community education and resource centre devoted to developing programs and materials on anti-racism, multiculturalism, immigration, immigrant women and women of colour, refugees, and community and organizational development. The CCCC houses a unique library collection of print and audio-visual resources that is open to the public.

Their publications include a monthly newsletter, the *Toronto Immigrant Services Directory* and books on workplace racism. Another publication, *Making Changes: Employment Orientation for Immigrant Women*, is a useful book for intermediate and advanced ESL classes.

EMPLOYMENT CENTRES

Employment centres offer employment counselling, job search skills training, and in some cases, job placement. Services often include individual counselling and small group sessions.

ACCES for New Canadians (Accessible Community Counselling and Employment Services)

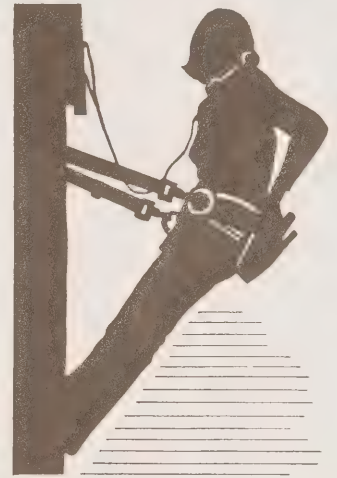
- 431 Roncesvalles Avenue
Toronto, Ontario M6R 2N3
(416) 530-1455
- 47 Herron Avenue
Scarborough, Ontario M1L 3B8
Tel: (416) 288-8188

COSTI York Help Centre
641A Caledonia Road, Suite 2
Toronto, Ontario M6E 4Z8
Tel: (416) 789-2657

African Training and Employment Centre

15 Brandon Avenue, 2nd floor
Toronto, Ontario M6H 2C8
Tel: (416) 588-8877

EMPLOYMENT CENTRES FOR WOMEN



Women's Employment Counselling Centre

Employment and Immigration
Canada
2221 Yonge Street, 3rd floor
Toronto, Ontario M4S 3B8
Tel: (416) 973-6625

This Canada Employment Centre assists women who wish to explore non-traditional occupations. These occupations include firefighters, carpenters, engineers, technicians and many more.

Immigrant Women's Job Placement Centre

546A St. Clair Avenue West
Toronto, Ontario M6A 1A5
Tel: (416) 656-8933

Times Change Women's Employment Service

22 Davisville Avenue
Toronto, Ontario M4S 1E8
Tel: (416) 487-2807

The times they are a-changing (Continued from page 1)

process and have different levels of proficiency in English. Some have been laid off from their jobs. Others are looking for their first jobs. They attend ESL classes to improve their language capability to enhance their opportunities in Ontario. Many are under a great deal of stress in their day-to-day lives. The process of learning a new language and gaining information and knowledge can be positive and empowering steps.

The recent recession has exposed the vulnerability of our workforce. There are problems and challenges facing Ontario's economy in an era of increasing global competition. As ESL programs continue to grow in number, as more and more immigrants are being displaced from their jobs and choose to attend language classes, ESL teachers are themselves being challenged to respond to these realities.

Translation of documents (Continued from page 7)

For evaluation of university or other post-secondary school documents, take originals or send photocopies of the documents in the original language, with their translations, to:

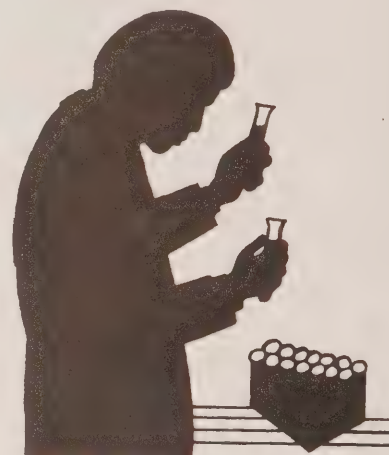
Comparative Education Service
University of Toronto
315 Bloor Street West
Toronto, Ontario M5S 1A3
Tel: (416) 978-2185
Hours: Monday and Tuesday
9:00 a.m. to 4:00 p.m.
(Telephone inquiries, Monday-Friday)

There is a charge of \$50.00 per person. A money order or certified cheque should be made payable to: Office of Admissions, University of Toronto.

TRADE DOCUMENTS

For evaluation of trade documents, contact the Ontario Ministry of Skills

Development, Apprenticeship Branch. They will explain how to get an Ontario Certificate of Qualification, if one is needed. They can also assist you in getting into apprenticeship training programs. For more information, contact the nearest office listed in the blue pages of the telephone book under "Government of Ontario, Skills Development, Apprenticeship and Trades."



Ministry of Citizenship Field Services

DRYDEN

479 Government Road
Dryden, Ontario P8N 3B3
Tel: 807-223-3331

HAMILTON

119 King Street West, 8th floor
Hamilton, Ontario L8N 3Z9
Tel: 416-521-7229

LONDON

255 Dufferin Avenue, Suite 601
London, Ontario N6A 5K6
Tel: 519-679-7146

OTTAWA

Rideau Trust Building
1 Nicholas Street, Suite 612
Ottawa, Ontario K1N 7B7
Tel: 613-566-3728

SAULT STE. MARIE

390 Bay Street, 3rd floor
Sault Ste. Marie, Ontario P6A 1X2
Tel: 705-759-8652

TORONTO

10 St. Mary Street, 2nd floor
Toronto, Ontario M7A 2R9
Tel: 416-965-6597

WINDSOR

Duff-Baby House
221 Mill Street
Windsor, Ontario N9C 2R1
Tel: 519-256-5486

Interchange

Interchange is published for staff of community settlement, integration and language/orientation programs by the Citizenship Development Branch of the Ontario Ministry of Citizenship. It is published twice a year, spring and fall. We welcome submissions or comments.

Susan Eisenkraft, Editor
Citizenship Development Branch
Ministry of Citizenship
77 Bloor Street West, 5th floor
Toronto, Ontario M7A 2R9
Tel: (416) 965-1192

This special issue of Interchange was funded by the Ministry of Labour, Labour Adjustment Strategy Contingency Fund.

Illustrations: Karen Bell

Production: Lorna Schueler

D2388 11/91 4M ISSN 0835-5681



Ministry of
Citizenship

Ontario

Interchange

A NEWSLETTER FOR COMMUNITY SETTLEMENT, INTEGRATION & LANGUAGE TRAINING PROGRAMS

SPRING 1992

Happy Birthday, Canada !

Canada will celebrate its 125th birthday in 1992. July 1st is the day, but plans are underway for celebrations to take place across the country throughout the year.

Canada 125 is a non-profit organization promoting cross-Canada celebrations. They are encouraging community activities that bring people together. In the coming months they will be publicizing events through newspapers, radio and television.

Adult ESL learners and their families and friends may want to participate in events but may not know about some of the public activities that will be taking place in 1992. They may also have some ideas for organizing their own celebration.

We asked ESL instructors to suggest activities for adult ESL classes and programs. Here are some of their ideas:

- ♦ Gather the brochures, newspaper clippings, etc. about events that will take place between now and the fall. Post these or distribute copies to students. Also, take field trips to familiarize students with the locations where festivities will be held.
- ♦ Have students create a wish list. Ask them to think about the changes they'd like to see in the next 125 years in Canada.
- ♦ Find a twin ESL class in another city or town in Canada. Students can become pen pals. They can explore some of the similarities and differences of living in different parts of Canada. This should be fairly easy

to arrange through the provincial TESL organizations and/or boards of education.

- ♦ June 14 has been declared National Block Party Day. We will have a "block party" for all the classes in our program before that date. It may encourage people to organize or participate in one in their own neighbourhoods.

- ♦ I regularly include Native Studies in the ESL classes I teach. I plan to expand on this with guest speakers and field trips.

- ♦ Teach about Canada's history. There's been 125 years of Confederation, but Canada is much older than that. Include the history before 1867.

- ♦ Set up literacy tents, for kids and adults, at any local Canada Day celebration.

- ♦ The entire school hosts an annual multicultural celebration, which is created and organized by the students. This year, the instructors will participate by presenting a "Canada display." The display may

take various forms: music, poetry, photography, food, etc. and will no doubt include themes such as the environment and native studies.

- ♦ Find readings to use as a vehicle of discussion about bilingualism, Native Canadians, the education system and other issues of interest to your learners. Do map work for geography. Students also enjoy learning about the structures of government and the political system.

- ♦ I will use the opportunity to demonstrate participatory democracy. Trips to City Hall, Queen's Park and a visit to co-op housing are some of the field trips I have in mind.

- ♦ Look at immigration trends from past to present. Discuss issues of equality and discrimination.

- ♦ Use current news items on the environment to teach geography.

(Thanks to Eileen Allen, Tara Goldstein, Patti Polfus, Brenda Reble, Jonathan Still, and Rita Vidlak for their suggestions)

(Continued on page 10)

**We'd like to hear about any celebrations you are planning.
Please send them to:**

**Interchange
Ministry of Citizenship
Citizenship Development Branch
77 Bloor Street West, 5th floor
Toronto, Ontario M7A 2R9
Tel: (416) 314-7509
Fax: (416) 314-7518**



Ministry of
Citizenship

Ministry of Citizenship Adult TESL Training

MINISTRY OF CITIZENSHIP TESL CERTIFICATE COURSES

People often hear about "the Ministry of Citizenship TESL Certificate Course" and want to know how to go about taking it. Usually, a board of education delivers this course with support from the ministry. The course is intended for volunteers and paid teachers in community-based programs. For information, call your local board of education, continuing education department, to find out if they are offering the course and whether you are eligible.

In the past year, the ministry has supported the following boards in the delivery of these courses: Dufferin-Peel Separate School, Metro Separate School, North York, Peel, Sudbury and Toronto. Some of the courses were for bilingual teachers, that is, teachers using the learners' mother tongue in the teaching of English. The two courses in North York offered a specialist ESL literacy certificate. More than 300 people have attended Ministry of Citizenship courses this year.

TESL COURSE IN THE NORTH

A Ministry of Citizenship TESL certificate course is being offered in northern Ontario. The Sudbury Board of Education and the Sudbury ESL Council are co-sponsoring the course. Except for one trainer from Metro Toronto, local talent is the main resource.

This model — community organizations coming together to help a board of education deliver a TESL course — is a model that the Ministry of Citizenship has always encouraged. We are hoping that the future will bring more examples of this.

CHOOSING A BASIC TESL CERTIFICATE COURSE

We are often asked which basic TESL certificate course to choose. As explained above, a Ministry of Citizenship course is for community-based teachers and tutors. It is geared to teaching adults (or, in some cases, pre-schoolers). The Ministry of Education offers ESL Part 1 as an Additional Qualification. It is often geared to teaching children, and (with some exceptions) requires an Ontario Teacher's Certificate. There are other differences, of course, and there are other institutions offering TESL courses.

A list of courses and contact persons is available from the Ministry of Citizenship. Write to:
ESL Teacher Training Programs in Ontario
Ministry of Citizenship
Citizenship Development Branch
77 Bloor Street West, 5th floor
Toronto, Ontario M7A 2R9

Questions not answered on the above list should be addressed to the institution offering the course. We are also frequently asked what certificate will get more recognition. Since requirements are not presently standardized, you should consult the institution that you hope will employ you.

NEW INITIATIVES

"Coping with the Changing World of Work" was a symposium hosted by the Ministry of Citizenship at the TESL Ontario conference. The Ministry also provided a working session on anti-racist education for trainers in co-sponsored TESL courses. This was intended to introduce the topic for possible inclusion in all future teacher training events.

TESL WORKSHOP SERIES

Durham and Etobicoke Boards have each offered a workshop series this year for their teachers and volunteers, in partnership with the Ministry of Citizenship. "Mapping our own culture", "ESL literacy", "Learning strategies that work", and "Pronunciation" were among the topics included.

TESL WORKSHOPS

With the expertise of teacher trainers in the community, the Ministry of Citizenship often develops workshops for instructors, volunteers and co-ordinators working with adult ESL learners in community-based programs. Boards of education and/or community agencies co-sponsor these workshops with the ministry. Except in rural areas, 12 or more participants are required for a workshop to be co-sponsored.

Following are some of the sessions co-sponsored around Ontario in 1991.

Grammar in the learner-centred classroom

Topics covered in this session include assessing learner needs, lesson planning, introducing grammar, and providing both controlled and communicative practice of grammar structures. Hands-on activities, small group work, and handouts round out the workshop.

Teaching spelling

Participants discuss the theories and techniques of teaching spelling to beginner, intermediate and advanced learners.

(Continued next page)

Teaching multilevel classes in ESL

A variety of proven techniques are demonstrated. This workshop allows participants to become familiar with new methods and teacher-created materials. A video of a multilevel class in action is shown.

Wife assault education

The materials and methods discussed allow instructors to feel more informed and confident talking about this and other issues. We discuss the role of the teacher in linking students with the community.

Making the most of**The Ontario Times**

The Ontario Times can be used for a variety of classroom activities to develop skills in reading, listening, speaking and writing. The emphasis of this workshop is on hands-on participation so that instructors learn new techniques to try out with their classes.

For more information about co-sponsoring the ministry's certificate course or workshops, contact:

Esther Podoliak

Co-ordinator, TESL Training and Development

Tel: (416) 314-7513

For more information about co-sponsoring wife assault education workshops, contact:

Lauren Wenstrom

Language Training Consultant

Tel: (416) 314-7511

New Publication!**Living in Ontario: Photo stories for learners of English**

Living in Ontario is a collection of photo stories which were previously published in The Ontario Times. The topics of the stories include health and safety in the workplace, public health services, seniors and child care. Practise exercises and activities accompany each story, and an extra reading section provides further information and opportunities for language learning.

Living in Ontario is intended primarily for beginner to intermediate

level ESL students. It includes a teachers' guide which gives numerous suggestions on how to use this material effectively.

To order this new publication, write or phone:

Ministry of Citizenship
Citizenship Development Branch
77 Bloor Street West, 5th floor
Toronto, Ontario
M7A 2R9

Tel: (416) 314-7520

(If long distance, call collect.)

Resource Centre opens

The Ministry of Citizenship has opened a new Resource Centre. The collection includes materials related to aboriginal, disability and seniors' issues as well as multiculturalism, immigrant settlement, anti-racism, race relations, employment equity and human rights.

Anyone who is affiliated with an organization or group working to implement the ministry's mandate of promoting access and equity for all Ontarians is eligible to borrow these materials.

For more information, call or visit the Resource Centre.

Ministry of Citizenship

Resource Centre

77 Bloor Street West, 9th floor

Toronto, Ontario M7A 2R9

Tel: (416) 314-7499

Editor's note:

The ministry's ESL collection is now housed at Alpha Ontario, the Literacy and Language Training Resource Centre.

Alpha is located at:

21 Park Road

Toronto, Ontario M4W 2N1

Tel: (416) 397-5900 or 1-800-363-0007 TDD (416) 397-5901

Raise your hand if you've ever used "the environment" as a theme for a language class

In March 1991, during TESOL '91 in New York, 200 TESOL members were treated to a full day of reports from various United Nations agencies about the problems they address and the solutions they attempt. Many who attended advised that future TESOL convention programs include speakers about topics such as human rights, global understanding, economic development, and the environment.

Individuals who didn't attend have asked, "Why would we invite an environmentalist to speak at TESOL?" What follows are responses from some of those who attended the U.N. reports.

From Sally Hinrich

"Environmental issues are related to other significant TESOL concerns, namely peace and human rights. What one woman or man does in her or his own community will affect the life of neighbors around the world. If peace is an issue relevant to TESOL, then the environment must be made relevant to our students' lives. For without understanding how we pollute our environment through war as well as technology, peaceful environmental measures may have no lasting effect on our political neighbors. If human rights is an issue for TESOL, then the environment must also be an issue. Without clean air and water, without clean land to farm, we, as world citizens, lose the basic human right to a healthy, safe space in which to live and raise a family. Without a clean environment, we will have no world worth giving to our children, wherever they may live.

"Second, global and local concern for the environment is consistent with many of the world's religions and is reflected in harmonious cultural

customs in many countries.

"Finally, the environment is an issue of human dignity. TESOL, through sociopolitical concerns and the U.N., should be committed to helping our students improve their lives by any means possible on the simple basis of humanitarianism."



From Sylvia Mulling

"One need not be a biologist to discuss the effects of pollution on life, on land, and in the sea. One need not be an environmentalist to point out the necessity of recycling. One need not be an ecologist to present information about the destruction of the rain forests and its consequences for life on Earth. One need not be a meteorologist to speculate about the effects of ozone depletion on the weather. One need not be a naturalist to consider the consequences of the extinction of a species.

"We need not take sides on controversial issues, but it is our business to present the issues. The danger to our planet and its existing

life can no longer be questioned. To ignore environmental concerns is to evade our obligation to inform.

"Just as teachers must inform students, so must TESOL inform teachers. TESOL can help teachers by disseminating information about the environment and promoting ways to incorporate environmental concerns in the classrooms and support involvement in extracurricular and community activities."

From John Fanselow

"There are those who feel the only goal we should have as ESL teachers is to be sure that our students speak, read, write, and understand English. But what will they speak about, and learn to read, write, and understand?"

"We can teach language for its own sake: pen is a noun. We can teach language as an area of instruction: pens are made of plastic, a thermosetting polymer of high molecular weight. We can teach language to express personal feelings and information: I love using plastic pens. We can teach about our environment: some plastic pens cannot be easily converted into disposable garbage and when burned in an incinerator will produce some chemicals that are not friendly to our lungs. We can combine all of these ways of teaching English or we can select one that is most important to us.

"Given the present perilous state of our environment, I try to understand what each of us does in our daily life that contributes to the deterioration or cleaning of the environment. By introducing the study of the environment to my language class, the students and I

(Continued on page 9)

A content-based ESL and the Environment course

The Toronto Board of Education's Continuing Education Department recently started a series of content-based ESL courses. Among the Sunday afternoon classes at the Bickford Centre, is one that focusses on the environment.

Participants in the course are exposed to a wide variety of local and global environmental concerns. Resources include readings, video and audio tapes, guest speakers from local environmental organizations, and field trips to environmentally interesting sites in Toronto.

Adopting the motto, "Think globally, act locally", the course aims to provide practical advice on such local issues as household recycling, composting, and reducing hazardous waste. We also address global issues

affecting more distant localities such as Amazonian rainforest depletion and African desertification.

Learners and instructors work together to decide which issues are most relevant to their lives and to use these as a basis for developing the course content. Through exercises such as "The World in Your Clothes Closet" and "The World in Your Grocery Bags"* participants are encouraged to appreciate global connections linking ecological, economic, political and social systems. We consider the meaning of individual and collective responsibilities in a global context.

The ESL classroom is an effective setting for this type of course where local and global perspectives are

brought together quite naturally and cross-culturally as a result of participation by people from many different countries of origin with many different environmental experiences. Sharing these experiences as well as discovering new methods for environmental action here in Canada provides a rich basis for language learning which emerges in a way that is unforced, communicative, and grounded in real life concerns.

*Adapted from Pike and Selby's excellent book, *Global Teacher, Global Learner*

Annemarie Gallagher
Toronto Board of Education

Some resources

• Ontario Ministry of the Environment produces brochures and fact sheets on environmental issues. In Toronto, their Public Information Centre is located at:
135 St. Clair Avenue West
Tel: (416) 323-4321

• **Beyond the Blue Box: Your Guide to Waste Reduction and Recycling in Metropolitan Toronto**
This booklet gives a lot of tips on how to reduce, reuse and recycle. It could be used with intermediate level ESL classes. Copies are available from:

Metropolitan Toronto Works
Department
Solid Waste Management Division
439 University Avenue, 20th floor
Toronto, Ontario M5G 1Y8
Tel: (416) 392-5420

• **What We Can Do For Our Environment: In the Home/The Automobile and The Green Scene**
are easy-to-read booklets that provide suggestions on living an "environmental lifestyle." Copies are available from:

Environment Canada
Communications Directorate
25 St. Clair Avenue East, Room 600
Toronto, Ontario M4T 1M2
Tel: Toronto: (416) 973-6467
Ottawa: (819) 997-2800
Toll free: 1-800-668-6767

• **Green Teacher** is a magazine that focusses on global and environmental education. Written by and for teachers throughout Canada, Green Teacher provides a balance of materials suitable for elementary, secondary and adult education. The magazine contains classroom-ready materials as well as articles about the "greening" of education. There are

also announcements, reviews and resource listings. For more information, contact:
Green Teacher
95 Robert Street
Toronto, Ontario M5S 2K5
Tel: (416) 960-1244

• **Educational Awareness** distributes educational materials in the areas of global and environmental education (including the book mentioned in Annemarie Gallagher's article). For a publications list, contact:
Educational Awareness
P.O. Box 572, Station A
Scarborough, Ontario M1K 5C4
Tel: (416) 755-0592

• **Pollution Probe Speaker's Bureau** offers a variety of interesting environmental presentations. They can also provide displays in different sizes. Their fees are negotiable. For more information call:
(416) 926-1907

✓ LABOUR UPDATE

Career development at Rexdale MicroSkills

Rexdale MicroSkills is a federally funded employment training program which prepares immigrant women for entry-level clerical jobs in the fields of micrographics and administrative support.

The program has been operating since 1984. It offers a seven-month technical training period during which the women acquire skills and language upgrading, a work placement in another company to gain Canadian experience and lessons in job search. Participants may receive a training allowance or continue to receive unemployment insurance benefits while in the program. Rexdale MicroSkills operates a small business to provide on-the-job training to the women before they go out on job placement. Ideally, women leave the program with contemporary skills, improved language ability, job search skills and most importantly, increased confidence and Canadian experience. Clearly, this program, and others like it, were designed to overcome many of the employment barriers immigrant women face in their search for skilled employment.

Rexdale MicroSkills has consistently maintained a high employment success rate. In response to the changing employment reality, a Career Development component has been added, which attempts to address the wider issue of long-term career planning. This component is designed to help participants understand the degree of planning and education required to maintain marketable skills in a society where technology is rapidly changing. Because change will be the norm, we need to develop attitudes and skills to survive change successfully.

The Career Development program is designed for a very mixed group of women. They come from a wide variety of countries. Language levels range from native English speakers to low intermediate ESL ability. Some women have completed post-graduate university level courses, others have not finished high-school. Employment histories range from professional jobs to unskilled jobs in industrial or service sectors. The length of time women have worked or lived in Canada ranges from ten months to twenty years.

CAREER DEVELOPMENT ACTIVITIES

The program uses the cultural, language, academic and employment experiences of the group. Here's a sampling of some of the activities:

GROUP DISCUSSIONS

- basic clerical skills
- clerical job experiences
- Canadian employer expectations
- continuing education expectations
- study/homework (techniques, environment, time)
- employment and upgrading plans

MINI-LECTURES/LESSONS

- application forms, resumes, covering letters
- career vs. job
- career development theory, resources
- labour market trends
- characteristics of realistic career plan
- adult education, life-long learning
- impact of cultural values on employment (for women)
- women and poverty in Canada

INDIVIDUAL ASSIGNMENTS

- employment histories
- resumes, application forms
- career goals, upgrading plans
- list of employers, professional associations
- file of job ads
- job research

GROUP ASSIGNMENTS

- research and present basic clerical, employment skill-training *courses* in boards of education and community college calendars
- research and present advanced skill-training *programs* in community colleges (e.g. Health Records Technician, Accounting Certificate, Legal Secretary)
- research and present potential employers (using directories, telephone books, etc.)

COMMUNITY CONTACT ASSIGNMENTS

- information interviews
- attending free career-planning workshops at community colleges
- library research
- employer contact to pick up application forms, make preliminary job enquiries (walk-in and telephone)

CONCLUSION

The Career Development component evolves as each group offers unique experiences, feedback and information about community resources and programs. Women have the opportunity to listen to each other and learn from each other.

Not all women emerge at the end of the program with a career goal they are confident of achieving. For financial and personal reasons, some cannot contemplate further upgrading or long-term planning; others have not had enough practical experience to generate a truly self-determined and self-directed plan. What does emerge from this process, however, are results that suggest the women are developing a wider perspective on their futures.

Jane Wilson

Program co-ordinator and instructor at Rexdale Microskills

Note: The Ministry of Citizenship supports this program through the Newcomer Language/Orientation Classes grant program, for the bridging ESL component of its activities.

✓ LABOUR UPDATE

Information for skilled workers

Finding a job in Ontario right now is tough for many. The situation for immigrants and refugees is even tougher. But the forecast is brighter for those who have experience in a skilled trade. There is a shortage of skilled workers in the province.

Many trades in Ontario require certification by the Ministry of Skills Development. The certificate or license shows that the tradesperson's experience and knowledge meet the industry's requirements in Ontario. Staff from the ministry's Apprenticeship and Client Services branch will assist tradespeople with the certification process.

Those with experience from another country should meet with an Industrial Training Consultant, (with an interpreter, if necessary.) To obtain trade certification the person must have:

1. Social Insurance Number

2. Work permit or landed immigrant status

3. Documented proof of work experience

- letters from previous employers indicating dates of employment and type of work performed.
- if letters are not available, or if the applicant has been self-employed, a statutory declaration or affidavit outlining the work experience may be accepted.

- most trades require proof of work experience ranging from 3 to 5 years (depending on the trade) to qualify for examination

4. A minimum grade of 60% on theory (written) examinations.

Applicants may bring a translator with them for this exam.

5. In some cases, a practical examination may be required. These tests are available in several languages.

An appointment is not necessary and the services of the Industrial Training Consultant are free. There is a small charge for the certificates.

More information is available from the Ministry of Skills Development or at some immigrant community organizations. Consultants are also available to do presentations for staff or students. For information on how to reach them, call the Ministry of Skills Development's field office in your area.

In Toronto, call (416) 326-5800.

You can also call the Training Hotline at 1-800-387-5656

Some of the compulsory-certificate skilled trades are:

- electrician
- fuel and electrical systems mechanic
- hairstylist
- motor vehicle and auto mechanic
- plumber
- refrigerator and air-conditioning mechanic
- sheet metal worker

Some of the voluntary-certificate skilled trades are:

- baker
- carpenter
- cook
- industrial mechanic
- machinist
- tool and dye makers

Handling Unemployment Groups

Shock, anger, worry, fear, frustration. What kind of life crisis do these words bring to mind? Unemployment. These are typical emotions of people who have lost their jobs.

Handling Unemployment Groups (HUG) help people get through this difficult period by offering an employment program with a slight twist. Besides teaching people the basics of job search, they talk about how it feels to be unemployed. They look at many strategies to improve the emotional state. The stages of job loss, stress management, assertiveness on the job search and life in general, workers' rights and many other topics are discussed in HUG groups.

There are HUG programs located in many parts of the province: St. Thomas, London, Windsor, Cambridge, Guelph, Kitchener, Niagara Falls, St. Catharines, Oshawa, Owen Sound, Sudbury, Bradford, Scarborough and Metro Toronto. There is no charge for attending.

For information, call your local Unemployed Help Centre (Ministry of Labour), Community Information Centre or Canada Employment Centre. In Metro Toronto, call (416) 654-0299.

These groups are part of the public education program sponsored by the Canadian Mental Health Association, with funding from the Ministry of Health.

Correction from Fall '91 issue

A series of workshops, entitled, "Job Information Workshops for Foreign-Trained Tradespeople and Professionals", was held at the Overland Learning Centre. These workshops were run with the assistance of the Workers' Educational Association Learning Information Service for Metro Toronto. For more information about the Workers' Educational Association, call (416) 588-6323.

TRY THIS!**Above and beyond the photocopier**

We developed the workshop, "Above and beyond the photocopier" after noticing that learners were engaged and animated by working together on a task, whether it was guessing the contents of a mystery bag, deciding the sound of a vowel in an irregular past form of a verb, or labelling a body which they drew together. When we contrasted the students' responses to these activities with their responses to photocopied "slot-fillers", we noticed two things:

1. Our experience with fill-in-the blanks showed us that although students did well with them, they still weren't able to use the language practised beyond those exercises.

2. Whenever we did some kind of language practice through a task-based group activity, students became engrossed in it, and used language in many ways: negotiating, arguing, clarifying, agreeing, questioning, and disagreeing in order to complete the task. They talked, listened, wrote, edited and read, usually in the course of the same activity.

In order to do these activities, you need some supplies. Bring old magazines, catalogues, calendars, greeting cards, junk mail and telephone books to your class. You should also have masking tape, enough scissors for your groups, marking pens, and large sheets of paper.

About those mystery bags! Practise linking verbs like "feels, smells", plus adjectives by putting objects in paper bags, and distributing them to groups. Ask the students to put their hands in the bags, and say or write what the contents feel, smell and sound like. Use objects like pine cones, bars of soap, seashells, macaroni and feathers. You can think of many others.

Every class has willing artists. As an introduction to a health theme, divide your class into groups of four or five people. Ask each group to draw a large picture of a human body and then to label it with all the parts that they collectively know. When all the groups are finished, they can present their masterpieces. If you can, display the posters around the room, and refer to them when you

1) discuss medical ailments and visits to the doctor,

2) practise pronunciation of sounds in the body vocabulary, e.g. throat, tongue, toe, thumb.

Use the posters for other theme-related activities.

Wondering what to do before and after a field trip? Remember to treat

every field trip as a language learning experience. Before you go, talk about the place. What do your learners expect? Why are you going? What do they already know about your destination? After you brainstorm, have them move into small groups and develop questions they want answered on the trip. Record the questions on large sheets of paper. After the trip, have the groups answer the questions. They might have to ask questions during the trip to do this. After the trip, divide your class into groups again. Ask them to express their feelings about the trip and create a poster by using pictures that are similar to what they saw on the trip. This is your chance to use that supply of magazines. If it's appropriate to the language level of the class, writing brief captions could be a follow-up task.

An activity with a grammar focus, in which they practise the past tense can build on the learners' knowledge of their own countries. Group learners according to where they're from. Ask them to prepare information about their country's history, and to write it on large sheets of paper. Their discussion may be in their own language, but their writing will be in English. Display the groups' writing around the room, and have everyone circulate and read.

Remember that all that separates your adult learners from you is knowledge of language. They also have experience, expertise and they want to be able to share these with each other. Try these ideas, develop your own and watch your students gain competence and confidence!

*Trudy Kennell and Kathy Simo
are ESL instructors with the Toronto
Board of Education*



Calendar

National Citizenship Week:

April 12 - 18

Contact the Multiculturalism and Citizenship Canada office near you for a free kit containing activity booklets for teachers and group leaders, buttons, posters, small calendars and bookmarks.

Or write to:

Citizenship Registration and Promotion

Multiculturalism and Citizenship Canada

Ottawa, Ontario K1A 0M5

International Day for the

Elimination of Racial

Discrimination: March 21

March 21 marks the anniversary of the 1969 Sharpeville massacre in South Africa when peaceful demonstrators against apartheid were wounded and killed. In 1966, the United Nations declared March 21 the International Day for the Elimination of Racial Discrimination, in commemoration of this tragic event.

The Government of Canada launched its first national March 21 campaign against racism in 1989. Racism needs to be addressed in our workplaces, schools, communities and homes. March 21 lasts all year.

Multiculturalism and Citizenship Canada has put together a package of information and ideas that can be used throughout the year. The kit includes activity sheets, posters, buttons and the magazine, "Winning Ideas to Stop Racism", a compilation of projects and activities generated by students in schools across the country. Available from:
The March 21 Anti-Racism Campaign
Communications Branch
Multiculturalism and Citizenship Canada
Ottawa, Ontario K1A 0M5

Earth Day: April 22

Environment Week: June 1 - 7

See the article on the environment on page 4.

Raise your hand...

(Continued from page 4)

learn about various content areas — science, public policy, economics, etc. — and about the needs and aspirations of both my students and my colleagues.

As I teach about the environment, I hope not to become an advocate for one point of view but rather an enquirer after truth in a field that concerns both me, my students, and subsequent generations of teachers and students.

"I see exploration of environmental issues as something that enables us to integrate language for its own sake, language as an area of content, and language as a means of personal expression. Additionally, exploration of environmental issues has the potential of informing us of ways of living so that life for us and future generations can become more positive, healthy, and promising."

Darlene Larson

Reprinted and abridged with permission from TESOL Matters, October/November 1991



**Theatre
Ontario**

Theatre Ontario is a non-profit organization that provides support and training to the professional, community and educational theatre sectors. They offer information and training programs for actors, directors and community theatre groups.

The new Cross Cultural Services at Theatre Ontario has been created to ensure that cultural minorities receive the same support and opportunities as their peers.

Anyone working in ethnic or cross cultural theatre, who needs advice or help with training, grant applications, career planning or general theatre information should contact Jean Yoon at Theatre Ontario at (416) 964-6771.

Happy Birthday, Canada!

(Continued from page 1)

Resources for Canada Day

- The following publications are available from the Ministry of Citizenship:
 - Special Citizenship Issue of The Ontario Times
 - Ontario's Story
 - TESL Talk - ESL and Citizenship 1989

To order these and other ministry publications contact:
 Ministry of Citizenship
 Citizenship Development Branch
 77 Bloor Street West, 15th floor
 Toronto, Ontario M7A 2R9
 Tel: (416) 314-7520

- A number of brochures, pamphlets, posters and other publications are available from:
 Publications Unit
 Communications Branch
 Secretary of State of Canada
 Ottawa, Ontario K1A 0M5

• **Canada 125** has created a resource kit to guide students on a tour of Canada. The Great Canadian Imaginary Tour was developed for grades 4 through 6. It gives information on selected points of interest pertaining to each province and territory and Canada as a whole. Some of the material may be appropriate for the adult ESL class. To order a free copy of the English kit, write to:
 The Great Canadian Imaginary Tour
 P.O.Box 1992, Station B
 Ottawa, Ontario
 K1P 5R5

Outside Toronto,
 check with your
 municipal government
 for information
 about festivities
 in your area.

In Toronto,
 this year's Canada Day
 celebration at Queen's
 Park will be dedicated
 to children. From 11 am
 to 3 pm there will be
 music, entertainment
 and many other events
 for all to enjoy.

Ministry of Citizenship Field Services

DRYDEN
 479 Government Road
 Dryden, Ontario P8N 3B3
 Tel: 807-223-3331

HAMILTON
 119 King Street West, 8th floor
 Hamilton, Ontario L8N 3Z9
 Tel: 416-521-7229

LONDON
 255 Dufferin Avenue, Suite 601
 London, Ontario N6A 5K6
 Tel: 519-679-7146

OTTAWA
 Rideau Trust Building
 1 Nicholas Street, Suite 612
 Ottawa, Ontario K1N 7B7
 Tel: 613-566-3728

SAULT STE. MARIE
 390 Bay Street, 3rd floor
 Sault Ste. Marie, Ontario P6A 1X2
 Tel: 705-759-8652

TORONTO
 10 St. Mary Street, 2nd floor
 Toronto, Ontario M7A 2R9
 Tel: 416-314-6793

WINDSOR
 Duff-Baby House
 221 Mill Street
 Windsor, Ontario N9C 2R1
 Tel: 519-256-5486

Interchange

Interchange is published for staff of community settlement, integration and language/orientation programs by the Citizenship Development Branch of the Ontario Ministry of Citizenship. It is published twice a year, spring and fall. We welcome submissions or comments.

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 Citizenship Development Branch
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 Toronto, Ontario M7A 2R9
 Tel: (416) 314-7509

Production: Lorna Schueler
 D2497 3/92 4M ISSN 0835-5681



Ontario

Ministry of
 Citizenship

Interchange Questionnaire

Note to Program Co-ordinators and Supervisors: please ensure that all of your teachers receive copies of this questionnaire.

We would like to know if *Interchange* is useful to you and your program. Please assist us by answering the following questions.

1. Does *Interchange* help you in your work? ☐ Yes ☐ No
2. How many articles do you read in each issue?
- ☐ all
 - ☐ more than half
 - ☐ less than half
 - ☐ none
3. Previous issues have contained the following types of articles. Please rate each of them 1, 2, 3, or 4 (1 most useful, 4 not useful at all).
- ☐ Program profiles
 - ☐ Information about government or community programs/initiatives
 - ☐ Resource listings (books, videos, etc.)
 - ☐ Try this (suggested classroom activities)
 - ☐ Book reviews
4. The last issue (November, 1991), was a special theme issue on the topic of labour adjustment. Would you like to see other theme issues?
- ☐ Yes ☐ No
- If yes, what topics would you suggest?
- _____
- _____

5. Any additional comments?
- _____
- _____

(Please write on back if necessary.)

Thank you for your help.

Please return the completed questionnaire as soon as possible to:

Interchange Review
Ministry of Citizenship
5th Floor, 77 Bloor Street West
Toronto, Ontario M7A 2R9

Or fax to: (416) 314-7518

